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ABSTRACT

This booklet presents official school accreditation principles and standards for elementary and secondary schools and lists of approved courses for grades 7-12, as revised by the Texas State Board of Education in October 1974. The booklet is organized in four sections that present principles and standards for elementary and secondary schools, procedures for accreditation of elementary and secondary schools, lists of approved courses for grades 7-12, and selected legal provisions from the Texas Education Code. Most of the booklet is devoted to the revised accreditation principles and standards. A total of 11 general principles are presented, each followed by a number of more specific standards. (JG)

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# Principles and Standards For Accrediting Elementary and Secondary Schools

## And List of Approved Courses - Grades 7-12

Texas Education Agency • Austin, Texas • October 1974

EA 008 921

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Division of Accreditation
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## COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

# FOREWORD

The basic objective of school accreditation is to see that every school in the State operates so as to meet minimum standards and at the same time establishes a goal of performance that exceeds the minimum requirements.

Each accredited school accepts the responsibility of knowing and complying with the standards in this bulletin. All standards are intended to be descriptions of minimum achievement, and each school should exceed them when possible.

Interpretative statements are placed under most standards. Those statements are provided to assist school officials in evaluating school programs. Schools are not expected to comply with interpretations that are not applicable to local operations. When conditions warrant, schools may use alternate interpretations to meet local conditions when, by so doing, further school improvements are ensured.

M. L. Brockette
Commissioner of Education

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Austin, Texas

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# PRINCIPLES AND STANDARDS

## PRINCIPLE I

**There is a community setting conducive to the operation of a high quality educational program.**

### STANDARDS

1. The community has a financial plan in operation which ensures adequate support for the educational program.

   The superintendent and the board of trustees have developed a budget to provide an adequate educational program, with a tax program of valuation and collection that brings in the amount of money needed to ensure the program outlined. The funds are expended as budgeted.

   The community supports a financial plan for the educational program with an adequate tax rate, a realistic percentage of property value for tax purposes, and periodic re-examination of property valuation.

   Contributions and donations by individuals and civic groups are not considered as a substitute for adequate financial support.

   All sources of tax money may be considered as a means of providing adequate financial support.

2. The community gives active support, in addition to financial, to the school and its program, fostering good school-community relations.

   There is evidence that the public is kept informed on the school program.

   The community is encouraged to participate in school activities.

   Members of the faculty are encouraged to participate in civic affairs.

   Meetings of the board of trustees are open to the public except for executive sessions.

3. The public, church-related, and private schools in the community exchange information needed to develop a united effort for the education of youth.

   The schools concerned agree to policies for transfer of students from one school to another.

4. Although schools operated for profit are not eligible for accreditation, nonpublic schools which meet accreditation standards may be accredited.

   To be eligible for accreditation nonpublic schools operate either within the framework of a regularly established church government or under the direction of a duly established, nonsalaried, nonprofessional governing board.

   Private elementary schools are not eligible for accreditation unless such schools operate at least a six-grade program of instruction.

## PRINCIPLE II

**Each school system is operated in accordance with all constitutional and statutory provisions. Responsibility for interpreting these provisions lies with the board of school trustees except where formal interpretation of such provisions has been made by the courts or other constituted authority.**

## PRINCIPLE III

**The board of trustees functions chiefly as a policy-making and appraisal body.**

### STANDARDS

1. The board of trustees has developed, codified, duplicated, and made available to all school employees and to the public the policies that cover the operation of the school.

In addition to the general and specific policies required for school operation, attention is directed to the following standards:

| Principle | Standard | |
|---|---|---|
| III | 3 | Appraising the effectiveness of the school program through self-evaluation |
| | 4 | Orderly hearings on appeals by aggrieved parties |
| | 5 | Admitting transfers from unaccredited schools |
| | 6 | Assessing performance of the professional staff |
| V | 1 | Job descriptions for the professional staff |
| VI | 11 | Individual pupils who cannot meet physical education requirements because of schedule conflicts |
| | 13 | Athletic program |
| | 14 | Summer schools |
| | 16 | Control of credit by correspondence courses |
| | 18 | Guidance and counseling services |
| | 20 | Health services |
| | 25 | Credit by demonstration of competence |
| VII | 4 | Job descriptions for the nonprofessional staff |
| | 5 | Professional growth and inservice education of the staff, including definite allocations of funds and staff time |

2. The board of trustees holds regularly scheduled meetings, which the public may attend, and keeps an official public record.

   The public is informed of the dates of regular and, when possible, of all special meetings.

   Minutes of the meetings reflect total transactions of board considerations and, when approved, bear the signature of the secretary and president.

   Policies approved by the board are recorded in the minutes and placed in the official school board policies.

   Names of members present and absent are recorded at each meeting.

   All meetings are open to the public except meetings devoted to personnel matters, real estate transactions, and matters affecting security.

3. The board of trustees has approved procedures for assessing the effectiveness of the educational program.

   Evaluation procedures provide for:

   Self-evaluation on a continuing basis to assess pupil growth in terms of the stated objectives

   Collection of relevant information

   Identification of program deficiencies and recognition of strengths

   Plans for correction of deficiencies

   Reporting findings to the staff, school board, and community

4. The board of trustees has a definite written procedure providing for orderly hearings on appeals by aggrieved parties.

5. Written policies have been developed for admitting pupils who transfer from unaccredited schools.

6. The board of trustees has approved procedures for assessing the performance of the professional staff.

The procedures include:

Establishing criteria for evaluating competency in performance based upon the job description

Making provisions for annual evaluations

Outlining procedures for using the evaluation in prescribing inservice and professional growth activities

Placing the results of the evaluations in the personnel file

## PRINCIPLE IV

**The policies adopted by the board of trustees clearly define the relationship between the school board and the superintendent of schools.**

### STANDARDS

1. The board of trustees recognizes the superintendent as its chief executive officer and charges him with the administrative function.

The board clearly defines the duties of the superintendent of schools.

The board minutes clearly delineate between the policy making and appraisal functions of the school board and the administrative functions of the superintendent.

Official actions or decisions are made only in official meetings of the board.

2. The superintendent prepares the agenda for meetings of the board of trustees, makes regular and special reports on school operation, submits the budget for consideration and approval, and administers the budget after it is adopted.

   An official agenda is prepared for each official meeting and is retained as a part of the supporting records.

   The superintendent consults with the president or presiding officer in preparing the agenda.

## PRINCIPLE V

**The superintendent of schools has developed written administrative policies, approved by the board of trustees, governing the operation of the school.**

### STANDARDS

1. The Superintendent recommends all employees for action by the board of trustees. Assignments based on job descriptions are to positions authorized by the board.

   The superintendent or his designated representative is responsible for reviewing the qualifications of prospective employees, assures the board that they meet the standards of professional preparation for the positions authorized and have appropriate credentials for the assigned position.

2. All employees understand the nature of their duties and, in the performance of such duties, are supervised by the superintendent or his designated representatives.

   Employees are provided the necessary materials to perform their duties.

   Staff members participate in the planned program for in-service education.

   New personnel are orientated to the total school program.

   Supervision is provided to coordinate and improve instruction and to assist teachers.

3. The cooperation of the school staff is sought in formulating and executing the educational plans for the school system.

   The professional knowledge of the total staff is utilized in the development and improvement of the instructional program.

   The staff participates in educational planning.

   The staff is encouraged to submit recommendations for improving the instructional program.

   Teachers are involved in the adoption, selection, and evaluation of instructional materials, supplies, and equipment.

4. All policies of the board of trustees which affect teacher personnel and the instructional program are in written form and are transmitted, with interpretations as needed, to the school staff.

## PRINCIPLE VI

**There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool and in-school children and youth, and of out-of-school youth and adults.**

### STANDARDS

1. The school plans and operates a program for the educational development of young children.

   The school fulfills its obligation by:

   Incorporating Foundation School Program kindergarten into the primary continuum

   Identifying problems affecting prekindergarten children in the community

   Surveying resources for solutions to these problems

   Communicating with parents and with public and private agencies

   Developing with parents and with public and private agencies recommended programs of prekindergarten education

2. The school has a plan in operation for meeting the educational needs of out-of-school youth and adults.

Additional and continuing education for out-of-school youth and adults is demonstrated by:

Assessing educational needs of individuals

Utilizing available resources to develop programs

Utilizing public and private agencies with similar objectives to plan, develop, and operate appropriate programs

Providing, according to needs with available resources, appropriate classes according to the State Plan for Adult Education

3. Emphasis is placed upon teaching the facts of, and developing appreciation for, all phases of the American heritage, including culture, language, and life style diversities.

Teachers plan activities designed to develop understanding and appreciation of American history and traditions within appropriate content of all subject areas.

Pupils participate in meaningful patriotic ceremonies commemorating key historical dates and events.

Each subject, where appropriate, leads to an appreciation and knowledge of various cultural groups in Texas, including identifiable groups within the region.

4. The school has a planned program which identifies, appraises, provides instruction, and maintains contact with pupils who have special learning problems and with pupils who have special learning potentials.

Services in the school and in the community for diagnosis of learning difficulties and potentials have been surveyed.

Screening and referral procedures are known to teachers and counselors.

Communication is maintained among persons involved in diagnosis, instruction, and evaluation.

The school plans a program which accommodates significant differences in physical, intellectual, aesthetic, social, and emotional development.

Teachers are aware of the range of learning disabilities which cause interference in educational achievement, such as problems in rate and patterns of learning, reasoning, language, culture, motivation, attitude, and aptitude.

Individual or small group instruction and remediation are available for pupils with special learning problems.

Teachers recognize the learning potential of superior and talented pupils. They make adaptations in curriculum and instruction for pupils whose intelligence, giftedness, and creativity need recognition and stimulation.

5. Each elementary school maintains a balanced curriculum offering, including English language arts*, science, mathematics, social studies, art, drama, music**, health, physical education, and, if desired, modern foreign languages. Each subject is based upon a State description and local instructional plans.

The elementary school curriculum is considered to be balanced when all offerings listed above are included in the instructional program for every pupil. The responsibility for enabling all children to participate actively in a balanced curriculum program which is designed to meet individual needs rests with the local school district.

The daily schedule includes the areas of English language arts, science, mathematics, social studies, and physical education. The time allocated for instruction in each of these areas is determined by results of the needs assessment conducted by the local school district (Principle III, Standard 3) and by diagnosis of individual pupil competencies and deficiencies. The daily schedule meets statutory and accreditation requirements in terms of clock hours (Principle IX, Standard 3).

The weekly schedule includes art, music, drama, and health. A balanced curriculum does not stress one of these areas to the detriment of others in the total program. In addition to being treated as separate subjects, art, music, and drama support all areas of the elementary curriculum.

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*Reading, literature, oral language, composition, speech, handwriting, spelling, mechanics, usage, and grammar

**Refers to general music, which is the basic program. Choral and instrumental music may be offered in addition to general music.

Career education, drug education, and safety education are integrated into all areas of the program. The inclusion of modern foreign languages and industrial arts in the elementary curriculum is encouraged. Bilingual education is made available in the elementary curriculum for children whose home language is a language other than English (Standard 8).

Local instructional plans are in written form. They specify goals and objectives; describe procedures for diagnosis, prescription, and evaluation in terms of individual pupil progress and curriculum balance; and provide for cooperative planning by professional and nonprofessional staff members.

6. Citizenship, conservation of natural resources, understanding of the free enterprise system, and safety are taught as a part of the instructional program.

Citizenship, conservation of natural resources, understanding of the free enterprise system, and safety are correlated with instruction in science, social studies, art, and other subjects.

Teaching guides in each grade include instruction in citizenship, conservation, and safety.

Pupils show pride in their school, community, and country.

The United States and Texas flags are displayed properly and the Pledge of Allegiance is given on appropriate occasions. Holidays are observed with understanding.

Documents of historical significance are used effectively in instruction.

Pupils respect and abide by the laws of the community, state, and nation.

Instruction on the essentials and benefits of the free enterprise system is included in the social studies and, when appropriate, in other subjects such as business education and vocational education.

Conservation instruction includes study of methods applicable to soil, water, forests, minerals, and wildlife.

Safety instruction is coordinated by a professional staff member.

Procedures have been developed to meet emergencies: accidents, fire, war, and disasters due to natural phenomena.

Pupils participate regularly in safety instruction: accident prevention, supervised safety drills, and, in grades 4-6, minor first aid.

First aid equipment is readily available; at least one staff member is competent to render first aid.

7. The school has a planned instructional program in operation that leads to discovering and meeting the needs of exceptional children and youth.

A continuing survey is maintained to identify children and youth who are blind, partially sighted, physically handicapped (school-room, homebound or hospitalized, and minimally brain injured), deaf, mentally retarded (educable and trainable), and those requiring speech and hearing therapy.

If a sufficient number of exceptional children live in the district special classes are organized and provided according to the State Plan for Special Education.

If the number of children living in the district is insufficient for a program, provision for the education of these children is made on a cooperative basis with other school districts.

Physical facilities compare with those in the other school programs and are sufficiently large to utilize special equipment and materials necessary in the differentiated curriculum.

Instructional programs for exceptional children are comparable in quality with other instructional programs in the school and are designed to meet the pupils' individual needs.

Integration of exceptional children into regular classes which provide profitable educational experiences is done routinely on a selective basis.

Regular evaluation is made of programs and their progress toward meeting the needs of exceptional children.

Instructional programs for exceptional children except for the trainable mentally retarded lead to high school graduation.

8. The school has a planned bilingual instruction program for children whose home language is a language other than English. Both the child's home language and English are used as mediums for instruction.

The bilingual program consists of the following components:

The basic concepts initiating the child into the school environment are taught in the language brought from home.

Language development is provided in the child's home language.

English is introduced and developed in accordance with the child's linguistic capabilities.

Subject matter and concepts are taught in the child's home language.

Specific attention is given to development in the child of a positive self-concept, confidence, identity with his cultural heritage.

Children of limited English-speaking ability are given first priority in the bilingual program. For greater enhancement of the total program, however, all children at all levels may be included.

Bilingual programs are recommended for the years K-3 as a minimum, and should continue beyond the third grade for those children needing it.

9. Each accredited secondary school (grades 7-12) makes available to pupils the following subjects based upon State description of courses and local courses of study.

English (six years)

Mathematics (six years) including one year of Algebra and one year of Geometry

Science (six years) including Biology, Chemistry, and Physics

Social Studies (six years) including one year of Texas History* and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and one year of American History in any grade, 9-12; one year of either World History Studies or World Geography Studies in any grade, 9-12; one-half year or two quarters of American Government which includes study of the Texas and United States Constitutions.** Incorporate within the required courses of American History, World History Studies or World Geography Studies, and American Government instruction on the essentials and benefits of the free enterprise system.

Physical Education (six years) in accordance with Section 21.117, Texas Education Code.

Health in accordance with Sections 21.101 and 21.104, Texas Education Code.

Vocational education programs offered according to pupil needs and actual or anticipated opportunities for gainful employment.

A foreign language program offered according to local needs.

An elective course on the free enterprise system (one semester unit or one quarter unit) in accordance with Section 21.1031, Texas Education Code.

Additional elective courses sufficient to meet the requirements for pupils in grades 7 through 12.

10. All pupils complete the following subjects in grades 7 and 8.

| Subject | Clock Hours, Minimum |
|---|---|
| English Language Arts | 260 |
| Mathematics | 260 |
| Social Studies<br>Texas History and Geography; American History and Citizenship which includes the first part of the two-year program in American History. | 260 |
| Science | 130 |
| Physical Education | 130 |

*Section 21.103, Texas Education Code
**Section 21.106, Texas Education Code

English language arts includes reading, literature, composition (oral and written), spelling, grammar, usage, and mechanics.

Social studies includes a minimum of 130 clock hours in Texas History and Geography, Grade 7; a minimum of 130 clock hours in the study of American History and Citizenship, Grade 8, which is the first part of a two-year American History program to be continued in any grade, 9-12.

Science is taught by the laboratory method and organized according to one of the following plans:

Plan A: Life Science (65 clock hours) and Earth Science (65 clock hours)in grades 7 and/or 8, as a minimum or

Plan B: General Science (130 clock hours) including Life, Earth, and Physical Science, in grades 7 and/or 8, as a minimum

In addition to the required subjects, pupils will complete 450 clock hours from the subjects listed below.

| | |
|---|---|
| Foreign Languages | Speech |
| Art | Drama |
| Music | Typewriting |
| General Homemaking | Industrial Arts |
| Health | Science |
| Occupational Training | Physical Education |

11. All pupils must complete at least the equivalent of 18 units* to receive a high school diploma.

The required 18 units include the following specified subjects:

English (3 units or 9 quarter units)
World History Studies or World Geography Studies (1 unit or 3 quarter units)
American History (1 unit or 3 quarter units) (Includes the second year of a two-year program begun in Grade 8)
American Government (1/2 unit or 2 quarter units)
Mathematics (2 units or 6 quarter units)
Science (2 units or 6 quarter units)
Physical Education (1 1/2 units or 5 quarter units)
Health Education (1/2 unit or 2 quarter units)
Six and one-half units or 19 quarter units of electives from the "List of Approved Courses, Grades 7-12."

*See Principle IX, Standard 2, for the definition of a unit of credit.

Courses taught as a part of the basic graduation requirements in grades 7-12 follow titles, credits, prerequisites, and time allotments found in "List of Approved Courses, Grades 7-12."

Schools desiring to develop courses not in the "List of Approved Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum 18 units required for high school graduation under two conditions:

(1) if the course has been approved and taught once; and
(2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

a. The graduation requirement in mathematics must be fulfilled by credit for any two units or six quarter units from the State List of Approved Courses. Local board policy ensures that the school will assist the pupil, with the approval of his parents, in selecting the courses appropriate to his needs in moving toward his educational goals.

b. The science requirement of two units or six quarter units may be fulfilled in one of the following ways:

Completion of two units or six quarter units of science taught by the laboratory method selected from the science courses for grades 9-12

Completion of 130 clock hours of science taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 18 basic high school units), and one unit or three quarter units of science taught by the laboratory method from the science courses for grades 9-12

c. Driver Education may be offered to students who are 15 years of age but may not be one of the 18 basic units required for graduation.

Driver Education, if offered, is available for all students 15 years of age or older.

The course is scheduled and taught in compliance with the Standards for an Approved Course in Driver Education in Texas Schools, adopted jointly by the Texas Education Agency and the Department of Public Safety, 1970.

The appropriate curriculum guide is required for the type of instruction being given. The guides are:

- Curriculum Guide for Driver Education
- Curriculum Guide for Simulation and In-Car Instruction
- Curriculum Guide for Multi-Car Driving Range

Each of the guides is published by the Texas Education Agency, and the latest revision is to be used.

Instructors are scheduled to teach no more than six (6) hours each day, including class, in-car instruction, and other subjects.

d. The requirement in Health Education and Physical Education should be completed by one-half unit or two quarter units in Health Education and one and one-half units or five quarter units of Physical Education according to the approved State description of courses.

Students are classified for physical education on the basis of health into one of the following:

Unrestricted--not limited in activities and includes participation in inter-school athletics

Restricted--excludes the more vigorous activities but includes a limited participation in intramural activities

Adapted and remedial--specific activities prescribed or prohibited for students so classified. The doctor uses this classification rather than a medical excuse

e. The local school may develop a plan, approved by the local board of education, which allows individual pupils to be graduated without fully meeting the physical education requirements. This plan should not waive the requirement for one-half unit of Health Education. (Effective scheduling minimizes the necessity for using this alternative.) Such a plan provides that:

Such pupils are participating in courses or activities that contribute to physical fitness such as band, cooperative vocational programs, and vocational shop programs.

The pupil receives at least 80 clock hours of health instruction.

A pupil who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

Valid physical fitness tests are used to determine the pupil's physical abilities and evaluate his progress.

The permanent record of the pupil includes physical fitness evaluations and the alternative courses taken. Texas Education Agency Forms ACC-007 or PDA-012 may be used.

No units of credit are given in physical education to pupils participating in this plan.

12. Foreign languages offered are taught in sequence.

Elementary

Only modern foreign languages are considered appropriate in the elementary school, and the selection of the language to be taught reflects the cultural and geographic needs of the community.

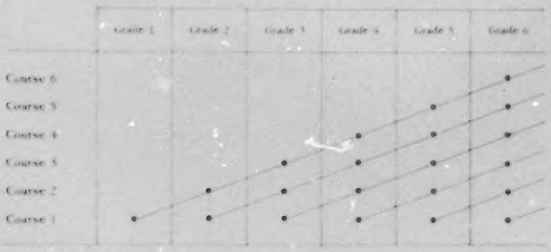
The program reflects the sequential development of the linguistic skills, beginning with listening and speaking, followed by reading and writing. The study of the cultural patterns of the country or countries whose language is being studied is an integral part of the program.

At least 20-minute sessions from three to five times a week are scheduled in the school day.

Teachers of modern foreign languages present evidence of proficiency in the four basic language skills or are in the process of developing these skills. Preparation includes knowledge of principles of language learning, the foreign culture and civilization, and methods and techniques of teaching foreign languages.

The elementary program has continuity, is coordinated between schools, and is articulated with the junior high and high school program. (See chart below.)

Foreign Language Sequence, Grades 1-6




Secondary Classical

Although the primary objective of the study of Latin is to read the original works of Roman authors with comprehension, the other language skills of listening, speaking, and writing are an integral part of the instruction.

Secondary Modern

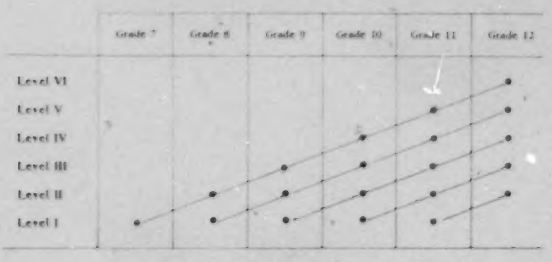
Adequate provision should be made for separate grouping of beginning foreign language students and those with foreign language training in the elementary grades. Students with demonstrated ability are considered for advanced placement.

A capable student is recommended to study the same foreign language for a minimum of three years. Superior language students may be encouraged to select a second foreign language while continuing with the first.

A foreign language in grades 7 and 8 is offered for a minimum of 130 clock hours per year. Each year of secondary instruction (7-12) should enable the student to advance to the next Level in the sequence. (See chart below.)

The testing program evaluates skills of listening, speaking, reading, and writing and the cultural patterns of the country or countries whose language is being studied.

Foreign Language Sequence, Levels I-VI



13. Schools limit individual pupils to one period during the regularly scheduled school day for practice of inter-school competitive athletics and for programs in which body conditioning, training, or other activities in one of the team sports is the objective of the teacher and pupils.

Schools using one period per day for activities in competitive athletics:

Have written board policies which outline the athletic program and state the beginning and ending dates of each team sport.

Develop written guides for each team sport of the inter-school competitive athletic program stating the educational objectives and expected pupil outcomes.

Limit pupils to one 55-minute period during the regular school day for participation in competitive athletic activities and physical education.

Provide for athletes in their off season a physical education class conducted according to a course outline that includes lifetime sports and other carry-over activities.

Require a minimum of 80 clock hours of health instruction.

Limit the amount of credit earned in this manner to one and one-half units or five quarter units which may be counted in the minimum 18 units required for graduation.

14. Summer school programs meet the standards of the regular term except where special provisions apply.

The summer program must be operated according to written policies of the board of trustees.

The summer school program is administered by a specifically assigned staff member with the appropriate administrative endorsement. He has the authority and available time during the regular school term to plan and organize the summer school program of the district.

Library programs and instructional resources are available on the same basis as during the regular term.

Courses from the "List of Approved Courses, Grades 7-12" offered in summer school programs are comparable, insofar as content and achievement standards are concerned, to the same courses taught in the regular term.

Regular school course guides and teaching plans when used in summer school are adjusted to compensate for differences in length of daily class periods and in the number of calendar days.

The summer school equivalent of one full unit in a regular term is 140 clock hours net instructional time. One quarter unit incorporates 47 clock hours. Net instructional time is defined as exclusive of registration, holidays, and daily class breaks.

A maximum of 1 1/2 units or five quarter units may be earned in a summer term; however, a school may allow students to earn more than these specified amounts with special permission of the Division of School Accreditation, Texas Education Agency.

No individual teacher is assigned more than six hours of classroom teaching per day.

Pupils secure prior approval from school officials before enrolling in correspondence courses while attending summer school.

15. An adequate system of pupil personnel accounting is in operation.

Daily registers or the central accounting system are kept in accordance with recommended instructions.

Attendance accounting and supervision of teachers in their pupil accounting procedures are assigned to a designated professional staff member.

Cumulative records include an account of scholastic progress, attendance, and health information.

The classroom teacher reviews records periodically and confers with supervisors, principals, nurses, and others concerning the scholastic progress and physical health status of pupils.

16. The school may establish a supervised correspondence study program for in-school and out-of-school youth and adults.

The program, outlined in writing and approved by the local board of trustees, has the following characteristics:

For in-school youth:

Designates courses are to be from the University of Texas Division of Extension in Austin or the Extension Division of Texas Tech University.

Limits units earned to two of the 18 units required for graduation. (Pupils residing abroad are exempt from this limit.)

Establishes local limitations on pupil eligibility for correspondence courses.

Requires prior approval by school authorities before a pupil enrolls for correspondence courses.

Provides for assignment of staff members to supervise correspondence work.

Ensures that correspondence courses are used for emergency or enrichment only and do not become a substitute for residence work.

For out-of-school youth and adults:

Limits eligibility to individuals who are not enrolled in a day school. If individuals are under 18 years of age, verification of permanent withdrawal must be made by the principal of the last school attended.

Permits as many units as needed for graduation to be taken by correspondence.

Limits student enrollment to two correspondence courses simultaneously.

Specifies that only courses from members of the National University Extension Association or correspondence schools approved by the Division of School Accreditation may be used in public school correspondence programs.

Designates that the local district provide counseling, administrative, and clerical assistance necessary for operation of the adult program.

Requires a method for supervision of all written correspondence papers, and the administration of all final examinations.

Recommends courses be completed within a reasonable time, usually within six months from the date of registration. Extension may be considered on the basis of individual merit.

17. Graduates of each high school are awarded the same type of diploma.

The transcript rather than the diploma records individual accomplishments, achievements, and a description of the type of program completed.

18. Each school system maintains a realistic and workable program of guidance services.

The program is outlined in writing with policies approved by the local board of trustees.

Services are coordinated and administered by the professional personnel in accordance with locally approved policies.

This program of services provides for pupil appraisal and guidance in meeting the educational and vocational needs of pupils.

The guidance program operating with central coordination is a cooperative project of the entire professional staff.

The guidance services are coordinated with the regular instructional program so that together they will contribute to a unified educational program.

Teachers utilize opportunities in the classroom, in extracurricular activities, and in contacts with parents to achieve guidance objectives through group discussions, specific projects, and other appropriate methods.

The program provides vocational guidance that is realistic in the light of changing vocational opportunities.

Adequate physical facilities, equipment, and materials are provided.

19. Vocational education programs offered are operated in accordance with the *Guide for Public Schools in Planning Programs of Vocational Education for In-School Students*.

The Guide assists public schools in planning, establishing, conducting, and evaluating programs of vocational education.

The vocational program of the school considers:

Opportunities for gainful employment suited to the needs, interests, and abilities of students to benefit from such programs by acquiring the knowledge and skills necessary for entry upon and success in employment.

Preparation of students to become efficient homemakers in vocational homemaking education.

20. The school provides health services which include daily health observation of pupils and immunizations as required by the State Department of Health.

Health services include physical examinations, screening tests, prevention and control of communicable diseases, and provision for emergency cases.

Community health resources are used in the school's health program.

There is a plan for daily health observation and for referral of pupils who show signs of ill health.

All school employees have pre-employment and periodic physical examinations, and records of these examinations are kept along with other personnel data.

Policies of the board of trustees include provisions or facilities for:

Exclusion of pupils or employees who have communicable diseases

Emergency care of the sick

Authority to make health appraisals of pupils

Health services as may be necessary in maintaining good health among the student body

21. The school system has in operation a planned Instructional Media Program* for all pupils in all grades in keeping with the needs of each campus unit.

Professionally trained personnel with time free from other duties are responsible for planning the program and supervising services as evidenced by:

A member of the professional staff has charge of the school library program and is qualified according to one of the following plans.

A staff member serving as librarian full time holds a librarian's certificate issued by the Texas Education Agency.

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*Instructional Media Program includes printed and nonprinted materials (Examples are traditional library and audio-visual items, educational television, computer assisted instruction, and other applications of technology to instruction.)

A staff member serving as librarian 50 percent or more but not all of the school day has at least 12 semester hours in library science from a college or university with an approved program for preparation of school librarians.

A staff member serving as librarian less than 50 percent of the school day has at least six semester hours in library science from a college or university with an approved program for the preparation of school librarians.

An audio-visual specialist, the librarian, or a teacher with media competencies has charge of the nonprinted materials program.

Instructional materials and equipment are sufficient in quality and quantity to support the instructional program and are accessible to teachers and pupils at each period of the school day as evidenced by:

A balanced basic book collection of at least five titles per student

Availability of approved book selection aids

A collection of media materials such as tape and disc recordings, slides, filmstrips, transparencies, picture files, charts, maps, globes, and other such resources plus appropriate items of equipment

A card catalog or current shelf list to provide an index to the materials housed in classroom collections, central collections, centralized libraries, or instructional material centers

Periodicals appropriate to age and grade levels represented on campus

Professional books and periodicals readily accessible to the staff

Physical facilities are commensurate with the school instructional program, enrollment, number and types of material, and the age of pupils to be served; all classrooms are equipped with sufficient shelving and storage for classroom materials and for collections of materials which circulate from:

A central collection of instructional media with appropriate shelving and storage accommodations in elementary schools with fewer than 20 classroom teacher units; or

A centralized library and an instructional materials center with space for seating at least two classes and with appropriate shelving, storage, equipment, and furniture in large elementary schools and all secondary schools

An annual budget is provided to operate the program as evidenced by:

A basic book collection plus funds budgeted to acquire one book per student per year, or a plan supported by a budget and timetable to acquire the basic collection

An initial collection of instructional media and equipment plus funds budgeted to acquire a basic collection of such materials

Items budgeted for rebinding, supplies, periodicals, encyclopedias, equipment, and repair, in addition to the materials budget

Policies have been developed for effective use of instructional media by teachers and pupils as evidenced by:

A plan for use of library resources by individuals, small groups, and class groups

A plan for teaching students to use library resources

Provisions to incorporate instructional media resources into the instructional program

Indications that students are using media resources as an integral part of the teaching-learning experiences

A program of teacher orientation in audio-visual and library services and utilization of materials

Note: Quantitative and qualitative interpretations are found in the Texas Education Agency publication *The School Library and Instructional Resources*, Bulletin 659, describing the library program and instructional resources.

22. Opportunities are provided all pupils to participate in student activities designed to develop individual interests and aptitudes.

The pupil activity program is planned as a part of the total program.

Special abilities and interests of pupils are provided by a variety of activities such as drama, speech, music, publications, recreation, clubs, films, student council, independent study, appropriate group guidance, and pursuit of independent interests and projects.

Pupils participate in activities designed to accomplish planned educational aims suitable to age and physical condition.

23. There is evidence of respect for public and private property.

The condition of school properties and equipment reflects the effectiveness of citizenship training in the school.

Building and grounds are clean and well maintained.

The pupils, staff, and citizens show respect for school properties and equipment.

24. The plan for implementing an experimental project and later evaluative studies are reported to the Division of School Accreditation.

The report includes nature and extent of the experiment, expected outcome, and methods and procedures for evaluation.

At the end of the experiment, the school agrees to report findings to the Division of School Accreditation, Texas Education Agency.

The Texas Education Agency recognizes the need for continued experimentation and improvement of instructional practices. Standards for programs are not intended to discourage schools from engaging in planned and organized experimentation.

25. The school system may develop a plan whereby pupils in grades 9-12 obtaining knowledge or skills outside the school program may be granted credit in any subject on the list of approved courses upon demonstration of competence by examination or performance test.

The local board of trustees will adopt policies authorizing the granting of credit by examination or performance test having the following characteristics:

Establish eligibility of students who may take the examination or performance test.

Establish procedures for pupils to take the examination or performance test. The administration should determine the time, place, length, and method of administering the examination or performance test.

Ensure that the particular examination or performance test used to validate the student's ability will verify that the student has satisfactory knowledge of the subject.

Set the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes.

Ensure that the examinations or performance tests are properly evaluated, certified by the examining teacher and the principal, and are retained as part of the pupils' permanent records.

## PRINCIPLE VII

**Each school employs qualified and competent personnel in reasonable ratio to the number of pupils and of grades taught.**

### STANDARDS

1. All professional personnel are graduates of colleges and universities which are (1) approved by the Texas Education Agency for teacher education programs or (2) otherwise recognized by the Texas Education Agency for public school professional employment purposes.

   Note: Teachers in Vocational Industrial Education and school nurses are not required to be college graduates.

2. All personnel hold valid Texas teachers certificates appropriate for their current assignments.

3. Teachers are assigned in areas or subjects for which they have completed an approved program of teacher education.

An individual receiving a secondary certificate dated after September 1, 1966,* must have the proper teaching field on the certificate in order to meet standards for teaching the subject in grades 7-12. (See Column 4, pages 33-36.)

An individual that fully met accreditation standards in effect prior to September 1, 1961, and taught the subject in grades 7-12 for one school year prior to September 1, 1962, may continue to teach the subject without additional preparation. (See Column 2, pages 33-36.)

Teachers who are not exempt by virtue of the policy above and who are assigned to subjects in the "List of Approved Courses, Grades 7-12" that were not identified by teaching field when the initial certificate was issued meet the preparation requirements for the subject in effect when the certificate was issued.

If grades 7 and 8 are organized on a "self-contained" basis, the preparation of the teacher must comply with the standards applicable to elementary teachers rather than the standards set forth for departmentalized seventh and eighth grades. "Self-contained" is defined as a class which is taught by one teacher for 50 percent or more of the school day.

Teachers in departmentalized grades 7 and 8 may have either the elementary or secondary area of specialization on their certificates. Those with elementary area of specialization meet the semester hour requirements shown in Column 3 on page 33.

When emergency conditions require, a teacher may be assigned to a subject without the required preparation, provided a Temporary Classroom Assignment Permit is issued to the teacher by the superintendent in accordance with regulations and further provided each teacher assigned under these conditions is reported to the school board.

*Those teaching fields approved after September 1966 are specified by the effective date in Column 4.

4. Nonprofessional personnel may be assigned as assistants to the professional staff.

   Schools using nonprofessional personnel for noninstructional duties:

   - Develop job descriptions for positions authorized by the board of trustees
   - Develop and operate an orientation and in-service training program for the assistants*

   Schools using nonprofessional personnel to assist with instructional duties:

   - Develop job descriptions for positions authorized by the board of trustees
   - Assign them only to professional personnel who have a degree and who meet all provisional certification requirements or accreditation standards for their assignment**
   - Develop and operate an orientation and in-service training program for the assistants

   Schools using nonprofessional personnel as assistants develop and operate programs for the professional staff in the effective use and supervision of such assistants.

5. A plan has been approved by the board of trustees for a continuing program of professional growth and in-service education of school personnel.

   - The plan includes definite allocation of funds and staff time.
   - The superintendent has the responsibility, or delegates it to a specific staff member, of implementing the school's plan for professional growth and development of the staff.
   - Staff members are involved in arranging and executing the in-service education program using resources from outside the school.

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*An assistant with noninstructional duties would not have direct contact with children in the classroom.

**An assistant with instructional duties would have direct contact with children in the classroom but would not have direct responsibility for instruction.

Professional growth or in-service education activities completed are recorded in personnel folders with the notation appropriate to the activity; it may record performance, involvement, or attendance.

New programs or curriculum changes implemented in the instructional program are introduced through and supported by in-service education.

The plan provides in-service education orientation of staff members new to the system and inexperienced teachers.

The focus of the in-service education is directed as needed; toward total staff, departmental teachers, a campus group, personnel transferred within the system, or individuals.

When full-time teachers or administrators enroll for college work during the regular school term the following regulations are observed:

Three semester hours of graduate level college work may be carried during any semester of the school year.

However, where the board of trustees officially approves, graduate work may be earned on the basis of six semester hours per semester.

Six semester hours of work may be carried in any one semester of the academic year at the undergraduate level.

6. The school maintains teacher-pupil ratios and class sizes appropriate to the program.

A teacher in an elementary school has no more than 30 pupils in membership in a kindergarten, grade 1 or grade 2 class or section nor more than 35 in any other class or section.*

A teacher in an elementary school assigned more than two grades is assigned consecutive grades with no more than 24 pupils.

A teacher in a secondary school is assigned no more than 750 pupil periods of teaching per week nor more than 35 pupils in membership per class section.*

Teacher-pupil ratios are based on the total staff and pupil membership when the instructional organization involves team teaching or other forms of large and small group activities not using the traditional classroom arrangement.

Each class section in laboratory, vocational, and shop subjects requiring work space for individual students is limited to a maximum of 30 pupils in membership.

Pupil-teacher ratios of special service positions comply with recommendations of Texas Education Agency publications describing those programs.

Since the public school must admit all pupils, the limits on class size herein established may be exceeded for temporary periods. When such excess enrollment is necessary, the school must have a remedial plan so that the standard on limits of class size can be met as soon as possible.

7. Twelve-grade school systems utilize a minimum of four full-time teachers in grades kindergarten through eight and four full-time teachers, exclusive of vocational units, in the upper four grades.

Since the superintendent of schools is authorized by the Foundation School Program Act for administrative duties, the superintendent must not teach more than three classes.

*Exceptions in choral and instrumental music are permitted. These exceptions do not, however, apply to elementary general music classes. Schools enrolling more than 35 pupils in Physical Education and Typewriting I class sections justify the excess enrollment based on program objectives, utilization of personnel, adequate equipment, and suitable facilities in writing to the Division of School Accreditation.

In no case may a school system be accredited as a K-12 system with fewer than four full-time teachers in grades K-8 and three full-time teachers, other than vocational units, and the superintendent teaching three classes in the upper four grades. Such schools must justify continued approval as accredited K-12 schools in the light of the total educational program and services available, as well as community resources and effort in supporting the school.

## REQUIREMENTS IN PREPARATION FOR ASSIGNMENTS
### Grades 7 and 8 Departmentalized

| SUBJECT | Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962 | Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966), and of Those Teaching the Subject with an Elementary Certificate | Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of Those Whose Secondary Certificates are dated On or After September 1, 1966 (Effective 9-1-66 except where otherwise noted) | |
|---|---|---|---|---|
| | | *(See page 37 for key to A.S. and T.F. codes)* | | |
| | | | Area of Specialization | Teaching Field |
| **BUSINESS** | | | | |
| Typewriting, 8th grade | A college course in typewriting | A college course in typewriting, if teaching one or two classes, or specific preparation in secretarial science | | T.F. 70, 71, 72, or 73 |
| **LANGUAGE ARTS** | | | | |
| English | 18 semester hours in English | 18 semester hours in English | | T.F. 21, 22, or 26 |
| Speech | 12 semester hours in speech | 12 semester hours in speech | A.S. 09 or | T.F. 21, 24 or 26 |
| **FINE ARTS** | | | | |
| Art | 12 semester hours in art | 18 semester hours in art | A.S. 06 or | T.F. 50 |
| Drama | 12 semester hours in drama | 18 semester hours in drama | A.S. 09 or | T.F. 25 |
| Music, except for Applied Music (Individual Study)* | 12 semester hours in music | 18 semester hours in music | A.S. 08 or | T.F. 90 |
| **FOREIGN LANGUAGE** | | | | |
| Latin | 12 semester hours in Latin | 18 semester hours in Latin | | T.F. 43 |
| French | 12 semester hours in French | 18 semester hours in French | | T.F. 41 |
| German | 12 semester hours in German | 18 semester hours in German | | T.F. 42 |
| Russian | 12 semester hours in Russian | 18 semester hours in Russian | | T.F. 45 |
| Spanish | 12 semester hours in Spanish | 18 semester hours in Spanish | | T.F. 44 |
| Czech | 12 semester hours in Czech | 18 semester hours in Czech | | T.F. 46 |
| **HEALTH** | 12 semester hours in health | 12 semester hours in health or biology, foods, nutrition, physiology | A.S. 07 or | T.F. 80 or 81 (9-1-75) |
| **INDUSTRIAL ARTS** | 12 semester hours in industrial arts | 18 semester hours in industrial arts | | T.F. 60 |
| **MATHEMATICS** | 12 semester hours in mathematics | 18 semester hours in mathematics | | T.F. 10 |
| **PHYSICAL EDUCATION** | 12 semester hours in physical education | 12 semester hours in physical education | A.S. 07 or | T.F. 80 or 82 (9-1-75) |
| **SCIENCE** | | | | |
| Plan A | | | | |
| Life Science | 12 semester hours in science | 18 semester hours in science (any combination of sciences) | | T.F. 01, 04, or Life-Earth (7-1-74) |
| Earth Science | 12 semester hours in science | 18 semester hours in science (any combination of sciences) | A.S. 18 or | T.F. 04, 05, or Life-Earth (7-1-74) |
| Plan B | | | | |
| General Science | 12 semester hours in science | 18 semester hours in science (any combination of sciences) | A.S. 18 or | T.F. 04, Life-Earth (7-1-74), or 24 semester hours in any combination of sciences |
| **SOCIAL STUDIES** | | | | |
| Texas History and Geography, Grade 7 | 18 semester hours in social sciences | 18 semester hours in social sciences including 12 semester hours related to the assignment** | | T.F. 32, 34, or 36 |
| American History and Citizenship, Grade 8 | 18 semester hours in social sciences | 18 semester hours in social sciences including 12 semester hours related to the assignment** | | T.F. 33, 34, or 36 |
| **HOMEMAKING** (Non-Vocational) | 12 semester hours in homemaking | 18 semester hours in homemaking | A.S. 64 or | T.F. 40 |
| **VOCATIONAL EDUCATION** | | | According to State Plan | |

**Applied Music (Individual Study), Grade 8, is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).*

***Each of the special assignments listed above is described fully in the Agency bulletin, Framework for the Social Studies.*

## GRADES 9-12

| SUBJECT | Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962 | Required of Those Beginning to Teach the Subject after September 1, 1962 (if certificate dated prior to September 1, 1966) | Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of Those Whose Secondary Certificates are dated On or After September 1, 1966 (Effective 9-1-66 except where otherwise noted) | |
|---|---|---|---|---|
| | | *(See page 37 for key to A.S. and T.F. codes)* | | |
| | | | Area of Specialization | Teaching Field |
| BUSINESS | | | | |
| General Business | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, or 73 |
| Typewriting I | One course in typewriting | a college course in typewriting if teaching one or two classes, or specific preparation in secretarial practice | | T.F. 70, 71, 72, or 73 |
| Typewriting II | One course in typewriting | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Business Arithmetic | 12 semester hours in business education or 12 semester hours in mathematics | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Business Law | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, or 73 |
| Salesmanship | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, or 73 |
| Shorthand I-II | One course in shorthand | 24 semester hours in business education | | T.F. 70, 71, or 72 |
| Bookkeeping I-II | 12 semester hours in business education, including a course in bookkeeping | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Record Keeping | | | | T.F. 70, 71, 72, or 73 |
| Clerical Practice | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Stenographic Practice | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, or 72 |
| Business Machines | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Business Office Experience | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Business Communications | 12 semester hours in business education | 24 semester hours in business education | | T.F. 70, 71, 72, or 73 |
| Business Organization and Management | 12 semester hours in business education | 24 semester in business education | | T.F. 70, 71, or 73 |
| LANGUAGE ARTS | | | | |
| English I-IV | 18 semester hours in English | 24 semester hours in English | | T.F. 21, 22, or 26 |
| Speech I-IV | 18 semester hours in English, including 6 semester hours in speech | 12 semester hours in speech if teaching only one or two classes, 24 semester hours in speech if teaching three or more classes | A.S. 09 or | T.F. 21, 24, or 26 |
| Journalism I-II | 18 semester hours in English, including 6 semester hours in Journalism | 12 semester hours in journalism if teaching only one or two classes; 24 semester hours in journalism if teaching three or more classes | | T.F. 21, 23, or 26 |
| Reading Improvement | | Specific preparation in the teaching of reading | A.S. 34 or | T.F. 21, 22, or 26; plus verifiable preparation in the teaching of reading |
| Corrective Reading | | Specific preparation in the teaching of reading | A.S. 34 or | T.F. 21, 22, or 26; plus verifiable preparation in the teaching of reading |
| FINE ARTS | | | | |
| Art I-IV | 12 semester hours in art | 24 semester hours in art | A.S. 06 or | T.F. 50 |
| Drama I-III | 18 semester hours in English, including 6 semester hours in drama | 12 semester hours in drama if teaching only one or two classes, 24 semester hours in drama if teaching three or more classes | A.S. 09 or | T.F. 25 |

**GRADES 9-12 continued**

| | | | Area of Specialization | Teaching Field |
|---|---|---|---|---|
| Music, except for Applied Music (Individual Study)* | 12 semester hours in music | 12 semester hours in music | A.S. 08 or | T.F. 90 |
| FOREIGN LANGUAGES | | | | |
| Latin | 12 semester hours in Latin | 24 semester hours in Latin | | T.F. 43 |
| French | 12 semester hours in French | 24 semester hours in French | | T.F. 41 |
| German | 12 semester hours in German | 24 semester hours in German | | T.F. 42 |
| Russian | 12 semester hours in Russian | 24 semester hours in Russian | | T.F. 45 |
| Spanish | 12 semester hours in Spanish | 24 semester hours in Spanish | | T.F. 44 |
| Czech | 12 semester hours in Czech | 24 semester hours in Czech | | T.F. 46 |
| HEALTH | 12 semester hours in health or related subjects | 18 semester hours in health or related subjects | A.S. 07 or | T.F. 80 or 81 (9-1-75) |
| INDUSTRIAL ARTS | 12 semester hours in industrial arts | 24 semester hours in industrial arts | | T.F. 60 |
| MATHEMATICS (all subjects except Calculus) | 12 semester hours in mathematics | 24 semester hours in mathematics | | T.F. 10 |
| Calculus | | 30 semester hours in mathematics, including 12 semester hours in calculus | | T.F. 10 and at least 45 semester hours in mathematics including 12 semester hours in calculus and 6 semester hours in analysis (9-1-74) |
| PHYSICAL EDUCATION | 12 semester hours in physical education | 24 semester hours in physical education | A.S. 07 or | T.F. 80 or 82 (9-1-75) |
| SCIENCE | | | | |
| Physical Science | 12 semester hours in science | 24 semester hours in any combination of sciences | A.S. 18 or | T.F. 04; or T.F. 02 or 03, including a combination of sciences, until 9-1-76 |
| | | | A.S. 18 or | T.F. 04 or 06 required as of 9-1-76 |
| Biology I-II | 12 semester hours in science, with at least one course in biology | 24 semester hours in biology | | T.F. 01 or 04 |
| Chemistry I-II | 12 semester hours in science, with at least one course in chemistry | 24 semester hours in chemistry | | T.F. 02 or 04 |
| Physics I-II | 12 semester hours in science, with at least one course in physics | 24 semester hours in physics | | T.F. 03 or 04 |
| Advanced Science | 12 semester hours in science, with at least one course in the subject of the advanced course | 24 semester hours in the subject of the advanced course | | T.F. 04, or 24 semester hours in the subject of the advanced course |
| Geology | 12 semester hours in science, with at least one course in geology | 24 semester hours in science, including at least 12 semester hours in geology | | T.F. 04 or 05, or 24 semester hours in geology |
| Atmospheric Science | 12 semester hours in science, with at least one course in meteorology | 24 semester hours in science, including at least 12 semester hours in meteorology | | T.F. 04 or 05, or 24 semester hours in earth science, including at least 12 semester hours in meteorology |
| Astro-Science | 12 semester hours in science, with at least one course in astronomy | 24 semester hours in science, including at least 12 semester hours in astronomy | | T.F. 04 or 05 or 24 semester hours in earth science including at least 12 semester hours in astronomy |
| Marine Science | 12 semester hours in science, with at least one course in oceanography | 24 semester hours in science, including at least 12 semester hours in oceanography | | T.F. 04 or 05, or 24 semester hours in biology including at least 12 semester hours in marine science |

*Applied Music (Individual Study) is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).

| GRADES 9-12 continued | | | Area of Specialization | Teaching Field |
|---|---|---|---|---|
| Environmental Science | | 24 semester hours in science, including at least 12 semester hours in environmental science and/or ecology | | T.F. 04, or 24 semester hours in science including at least 12 semester hours in environmental science and/or ecology |
| SOCIAL STUDIES | | | | |
| American Studies | | 24 semester hours in social science, including 12 semester hours related to the assignment* | | |
| American History | 18 semester hours in social sciences | | | T.F. 34 or 36 |
| American Government | 18 semester hours in social sciences | | | T.F. 33 or 36 |
| Advanced Texas Studies | | | | T.F. 34 or 36 |
| American Culture Studies | | | | T.F. 34 or 36 |
| American Indian Studies | | | | T.F. 34 or 36 |
| Mexican American Studies | | | | T.F. 34 or 36 |
| Negro American Studies | | | | T.F. 34 or 36 |
| World Studies | | 24 semester hours in social sciences, including 12 semester hours related to the assignment* | | |
| World History Studies | 18 semester hours in social sciences | | | T.F. 34 or 36 |
| World Geography Studies | 18 semester hours in social sciences | | | T.F. 32 or 36 |
| Latin American Studies | | | | T.F. 32, 34, or 36 |
| European Studies | | | | T.F. 32, 34, or 36 |
| Asian Studies | | | | T.F. 32, 34, or 36 |
| African Studies | | | | T.F. 32, 34, or 36 |
| Advanced Social Science Problems | | 24 semester hours in social sciences | | T.F. 31, 32, 33, 34, 35, 36, 37, or 38 |
| Introduction to Social Science Disciplines | | 24 semester hours in social sciences, including 12 semester hours related to the assignment* | | |
| Anthropology | | | | T.F. 36 or 38 (9-1-77) |
| Economics | | | | T.F. 31 or 36 |
| Philosophy | | | | T.F. 36, including at least 12 semester hours in philosophy |
| Psychology | | | | T.F. 36 or 35 (9-1-75) |
| Sociology | | | | T.F. 36 or 37 (9-1-75) |

*Each of the special assignments listed above is described fully in the Agency bulletin, Framework for the Social Studies.

| | | | | |
|---|---|---|---|---|
| VOCATIONAL EDUCATION COURSES | According to the State Plan for each area | | | |
| MISCELLANEOUS COURSES | | | | |
| Driver Education Instruction | Certificate for driver education | Certificate for driver education | A.S. 03 | |
| General Agriculture (Non-vocational) | 12 semester hours in agriculture | 24 semester hours in agriculture | A.S. 63 or | T.F. 30 |
| General Homemaking (Non-vocational) | 12 semester hours in homemaking | 24 semester hours in homemaking | A.S. 64 or | T.F. 40 |
| Bible | If taught as literature, see required preparation for English I-IV; if taught as history, see required preparation for World History Studies | | | |
| Free Enterprise System | Completion of an approved program of teacher education, and 12 semester hours related to the assignment from one or more of the fields of Vocational Education, Social Science, or Business Education | | | |
| Aerospace/Aviation Education I-II | | | | Secondary certification, plus<br>1. Private pilot license or higher; or<br>2. Basic ground instructor license or higher; or<br>3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop) |

**GRADES 9-12-continued**

| | |
|---|---|
| Aerospace/Aviation Education III-IV | Secondary certification, plus<br>1. Private pilot license or higher, or<br>2. Basic ground instructor license or higher, or<br>3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop), and verified operational experience in<br>a. Air traffic control, and/or<br>b. Aircraft operation as a required flight crew member |

## KEY TO CODES – AREAS OF SPECIALIZATION

03 Driver Education
06 Art – All Level
07 Health and Physical Education – All-Level
08 Music – All Level
09 Speech & Drama – All Level
18 Elem. Physical Science
34 Reading Specialist
63 Vocational Agriculture
64 Vocational Home Economics
98 Vocational Office Education

## KEY TO CODES – TEACHING FIELDS

01 Biology
02 Chemistry
03 Physics
04 Science, Composite
05 Earth Science
Life Earth
Life and Earth Science Gr. 7-8
06 Physical Science
10 Mathematics
21 Communicative Arts
22 English
23 Journalism
24 Speech
25 Drama
26 Eng. Lang. Arts, Composite
30 Agriculture
31 Economics
32 Geography
33 Government – Polit. Sci.
34 History
35 Psychology
36 Social Sci., Composite
37 Sociology
38 Anthropology
40 Homemaking
41 French
42 German
43 Latin
44 Spanish
45 Russian
46 Czech
50 Art
60 Industrial Arts
70 Business, General, Composite
71 Business Administration
72 Secretarial Science
73 Business, General, Composite (Without Shorthand)
80 Health and Physical Education
81 Health
82 Physical Education
90 Music

## PRINCIPLE VIII

**The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms.**

### STANDARDS

1. The methods of presentation and standards of work expected conform to the level of ability and maturity of the pupils.

   Teaching methods and techniques used indicate an understanding of pupils and the ways they learn; insights into the nature, organization, and scope of the subjects taught; and pupils' rate of learning.

   Teachers show an understanding of the potentials and limitations of pupils.

   Each child is given work which challenges him to perform at the level consistent with his abilities.

   Teachers use variety in instructional methods and techniques.

   Teachers organize classroom activities to provide balance of study, expression, listening, observation, creativity, aesthetic appreciation, physical activity, and relaxation.

2. Pupils are grouped for instructional purposes.

   The school provides appropriate materials for varying levels of ability.

   Pupils are engaged in a variety of learning experiences and activities.

   Furniture and equipment may be moved for grouping.

3. Teachers use ingenuity and initiative in the development and use of instructional resources and techniques.

   Teachers are encouraged to develop new teaching techniques and media.

   The school makes available raw materials and clerical and technical assistance needed for developing teaching aids and devices.

Teachers demonstrate creativity and sound professional judgment in selecting, making, and using a variety of multisensory teaching-learning media.

The attitude toward new media and techniques is one of inquiry and receptiveness.

4. Equipment and supplies of each room are adapted to the needs of the pupils.

The school provides teaching equipment and supplies as evidenced by budget allocations, efficient procedures for requisitioning equipment and supplies, and for making them available to all teachers.

In addition to furniture for children and teachers, items are provided to meet special needs, such as work tables, shelving, storage space, and file cabinets.

5. Relationships between the teachers and pupils are conducive to learning.

Children are attentive; discipline is firm but fair; self-discipline is evident in the children's behavior; activities progress without excessive direction from the teacher; and children show initiative in their learning activities.

6. Community resources are used to improve instruction.

Teachers make use of resources--people, places, and materials--in the community to vitalize instruction.

The curriculum includes study of the community, its history, geography, and institutions.

The school gives leadership in community improvement.

## PRINCIPLE IX

**Each school system operates according to a planned program designed to accomplish the educational aim of each of its campus and classroom units.**

### STANDARDS

1. Teachers have instructional plans based on state and local curriculum materials and guides.

   The plan is adjusted to the particular needs of the class.

   Teachers cooperate in the development of a system-wide plan of instruction.

   Individual teachers base their daily instruction on the system-wide plan.

   Teachers change plans and procedures in teaching when conditions indicate need.

   Teachers place special emphasis on instructional planning in new programs.

2. Courses offered for a unit of credit in grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction.

   A course may be considered completed and credit awarded under either of the following conditions:

   - The student has been enrolled in a course scheduled for the minimum clock hours and has made satisfactory progress.
   - The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he has been enrolled in the course.

   NOTE: A unit of credit is the equivalent of the study of a subject that is scheduled for 160 clock hours, which traditionally is one 55-minute period per day for the school year.

   This definition is based on the usual operation of schools. Deviations from the usual operation are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.

   A quarter unit of credit is one-third of the 160 clock hours, or one-third of the acceptable achievement standards for the course.

3. There is a minimum of six hours per school day, excluding lunch periods.

   Texas statutes provide that schools shall be in session for not less than seven hours each day, including intermissions and recesses.

   Schools are permitted to dismiss primary grades somewhat earlier than the other grades.

   Note: Schools that are crowded may receive permission to operate temporarily on half-day sessions from the Division of Administrative Services, Texas Education Agency.

4. There is a minimum of 180 days of actual instruction per year.

## PRINCIPLE X

**The school plant is suitable in design, size, and equipment to meet the needs of the instructional program of the community.**

### STANDARDS

1. The school site is easily and safely accessible to students, employees, and visitors at all times and under all conditions.

2. School grounds are clean, landscaped, and free from hazards.

3. The school building is well maintained and is wind and water proof.

   Maintenance and custodial service is available and adequate to maintain the facilities, equipment, and grounds.

   The school has a planned program for continuous maintenance and upkeep of school property.

4. The school building is suitably arranged with adequate space to accommodate the instructional program.

   Drinking fountains are of sufficient number and proper size and are located so as not to interfere with the flow of traffic.

   Classrooms are sufficient in size, design, and arrangement to accommodate the instructional program assigned to them.

Ventilation, heat, light, and acoustics in all areas are regulated to provide a harmonious and pleasant atmosphere for the activities being conducted.

Classroom equipment and furniture are the type and size suited to the instructional program offered.

Rest rooms are sufficient in number, clean and sanitary, and operable.

Workrooms for teachers are conveniently located and adequately equipped.

Equipment and facilities for instruction with vocational intent compare favorably with that found in occupational areas for which such instruction is designed.

## PRINCIPLE XI

**The accredited status of a school system is determined on the basis of its total program rather than on the basis of individual subjects or separate instructional units or levels. The attainment of all standards is achieved separately by the several schools which constitute a total system. The accredited status of the system as a whole depends upon compliance by each school unit.**

### STANDARDS

1. There is coordination of the various campus units within each level of instruction as well as between levels.

2. When schools customarily send or receive pupils from other districts, a cooperative program has been developed to provide continuity of instruction for the pupils.

   Cooperation includes:

   Exchange of pupil personnel data

   Cooperative planning of programs to ensure continuity for transferred pupils

   Intervisitation of teachers

   Exchange of handbooks and guides

   Note: No school may be accredited as a one-year high school (nine grades) that has not met these requirements fully.

3. In school systems which operate more than one campus unit of the same instructional level, elementary or secondary, an equivalent balance is maintained.

4. No segment of the school is overcrowded or underequipped in order to maintain the program of another segment.

5. A balance as to the quantity and quality of adequate equipment, supplies, and services prevails among the several areas of instruction within the total offerings of the system.

# PROCEDURES FOR ACCREDITATION

1. Self-Evaluation. Each local school system, through its own initiative, determines whether or not it wants to be accredited by the State Department of Education. When it decides to become accredited, it automatically accepts the responsibility of meeting at least the minimum standards prescribed for accreditation. The initial responsibility, therefore, for meeting the standards for accreditation rests with the local school officials. Consequently, self-evaluation is the first step in the evaluative process. Each accredited school system shall establish and maintain in its own way a system of self-evaluation.

2. State Evaluation. In addition to the self-evaluation done by local school systems, the State Department of Education shall also evaluate programs in accredited school systems. State evaluation shall be conducted in accordance with the following procedures:

   Each accredited school system shall file with the State Department of Education annually an official accreditation report.

   Representatives of the State Department of Education shall conduct visits periodically to all accredited school systems for the purpose of evaluating the operation of the accrediting standards in each school system. These visits shall be under the direction of the Director of School Accreditation.

   The Director and staff of the Division of School Accreditation, working under the immediate supervision of the Assistant Commissioner for Instruction, shall appraise periodically each accredited school system on the basis of information secured through visits, reports, and other reputable sources. The Director shall compile a report of the findings, including recommendations for follow-up action on any school system which is not meeting accrediting standards. This report shall be submitted to the State Commission on School Accreditation for its review and recommendations. The report, accompanied by the Commission's recommendations, shall be submitted to the Commissioner of Education. The Commissioner shall submit the report, together with his recommendations and recommendations of the Commission, to the State Board of Education for final action.

   State evaluation of accredited school systems shall be made in a fair and impartial manner, and the schools shall be given full opportunity, commensurate with their ability, to meet in full the standards for accreditation. When it is clearly demonstrated that school systems are not meeting substantially the standards, then the Director, together with his staff, shall recommend action as follows:

      For a slight variation from standards, the school will be "advised" and will be requested to make corrections.

      For a continued or a more serious violation, schools will be "warned" and given one year to make corrections.

For persistent or very serious violations, schools will lose their accreditation.

The State Commissioner of Education is authorized in an emergency to suspend temporarily the accreditation of a school system, or to place a school system on probation, for the duration of the emergency, when such action is necessary in order to preserve the spirit and intent of the accrediting regulations of the State Board of Education. Any such action by the Commissioner shall be subject to the review of the Board and may be appealed to the Board by the school district involved, and the Board's decision shall be final.

3. State Commission on School Accreditation. An advisory commission on school accreditation is authorized in order that all accredited school systems may have the opportunity, through their representative, to participate in the planning and operation of the accrediting program:

The name of the commission shall be the State Commission on School Accreditation.

The Commission is composed of twelve (12) members: two State Board of Education members, two school superintendents, two school principals, two classroom teachers, two school board members, and two representatives from colleges or universities.

Each member is appointed by the State Commissioner of Education subject to confirmation of the State Board of Education for a term of three years. Initial terms were established by lot with the terms of four members expiring each year.

The purpose of the Commission shall be:

To receive the reports of the Director of the Division of School Accreditation concerning the status of accreditation in individual schools and to make recommendations to the Commissioner and to the Board concerning action to be taken.

To hear complaints from any school that is not satisfied with the rulings and recommendations of the Director of School Accreditation.

To make recommendations to the Commissioner of Education and the State Board of Education concerning standards for school accreditation and policies for applying these standards.

To advise the staff of the Division of School Accreditation concerning application of standards to the school systems of the State and development of new materials relating to school accreditation.

In the event any school system is not satisfied with the rulings and recommendations of the Director of School Accreditation, the school system may avail itself of the following procedures:

Arrange with the Director for a visiting committee composed of persons who are not residents of the school district involved for the purpose of having the committee evaluate the school

system in terms of accreditation standards. The report of such a committee shall be considered by the Director, the Commission, the Commissioner, and the Board in their deliberations on the accredited status of that school system.

Any recommendations of the Director affecting the accredited status of any school system may be appealed by the school system. In the event of such an appeal, the school system shall be afforded a hearing before the Commission. The Commission shall submit its recommendations on the appeal to the State Commissioner of Education who shall make a decision with respect to the appeal after having afforded the school system the opportunity of a hearing. The decision of the Commissioner may be appealed to the Board.

# LIST OF APPROVED COURSES, GRADES 7-12

## SEMESTER PLAN

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **BUSINESS EDUCATION** | | | |
| Typewriting | 8 | 65 clock hours, minimum | |
| General Business | 9-10 | ½-1 unit | |
| Typewriting I | 9-12 | ½-1 unit | |
| Typewriting II | 10-12 | ½-1 unit | 1 unit in typewriting |
| Business Arithmetic | 10-12 | ½-1 unit | 1 unit in mathematics |
| Business Law | 11-12 | ½ unit | |
| Salesmanship | 11-12 | ½-1 unit | |
| Shorthand I | 11-12 | 1 unit | *Typewriting I |
| Shorthand II | 12 | ½-1 unit | Typewriting I and Shorthand I |
| Bookkeeping I | 11-12 | 1 unit | |
| Bookkeeping II | 11-12 | ½-1 unit | Bookkeeping I |
| Record Keeping | 12 | ½-1 unit | |
| Clerical Practice | 12 | ½-1 unit | 1 unit in typewriting |
| Stenographic Practice | 12 | ½-1 unit | *1 unit in shorthand |
| Business Machines | 12 | ½-1 unit | *1 unit in typewriting |
| Business Office Experience | 12 | 1-2 units | Typewriting I; Shorthand I or Bookkeeping I |
| Business Communications | 12 | ½-1 unit | 3 units in English |
| Business Organization and Management | 11-12 | ½-1 unit | |
| **ENGLISH LANGUAGE ARTS** | | | |
| English Language Arts | 7 | 260 clock hours, required minimum | |
| English Language Arts | 8 | | |
| Corrective English Language Arts | 7 | 65 clock hours minimum | Concentrated in one or more areas of English language arts |
| Corrective English Language Arts | 8 | 65 clock hours minimum | |
| Speech | 8 | 65 clock hours minimum | |
| English I | 9 | 1 unit | 3 units required taken in sequence if possible |
| English II | 10 | 1 unit | |
| English III | 11 | 1 unit | |
| English IV | 12 | 1 unit | |
| Speech I | 9-12 | ½ unit | |
| Speech II | 9-12 | ½ unit | Speech I, ½ unit |
| Speech III | 9-12 | ½-1 unit | Speech I and II, 1 unit |
| Speech IV | 10-12 | ½-1 unit | Speech I and II, 1 unit |

*or may be taken concurrently

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Journalism I | 10-12 | 1 unit | |
| Journalism II | 11-12 | ½-1 unit | Journalism I |
| Reading Improvement | 9-12 | ½ unit | |
| Corrective Reading | 9-12 | ½ unit | |
| **FINE ARTS** | | | |
| **ART** | | | |
| Art | 7-8 | 65 clock hours, minimum | |
| Art I | 9-12 | ½-1 unit | |
| Art II | 10-12 | ½-1 unit | Art I |
| Art III | 11-12 | ½-1 unit | Art I and II |
| Art IV | 12 | ½-1 unit | Art I, II, and III |
| **DRAMA** | | | |
| Drama | 8 | 65 clock hours minimum | |
| Drama I | 9-12 | ½-1 unit | |
| Drama II-III | 10-12 | ½-2 units | Drama I, 1 unit |
| **MUSIC** | | | |
| Applied Music *(Individual Study)** | 8 | | |
| General Music | 7-8 | 130 clock hours minimum | |
| Band | 7-8 | 130 clock hours minimum | |
| Choral Music | 7-8 | 130 clock hours minimum | |
| Orchestra | 7-8 | 130 clock hours minimum | |
| Band I-IV | 9-12 | 1-4 units | |
| Choral Music I-IV | 9-12 | 1-4 units | |
| Orchestra I-IV | 9-12 | 1-4 units | |
| Music Theory I | 9-12 | 1 unit | |
| Music Theory II | 10-12 | 1 unit | Music Theory I |
| Music History and Literature | 10-12 | 1 unit | |
| Applied Music I-IV *(Individual Study)** | 9-12 | ½-2 units | |

**Applied Music (Individual Study) is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).*

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **FOREIGN LANGUAGES** | | | |
| Latin I-VI | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units | Taken in sequence through Level III |
| French I-VI | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units | Taken in sequence through Level III |
| German I-VI | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units | Taken in sequence through Level III |
| Russian I-IV | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units | Taken in sequence through Level III |
| Spanish I-VI | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units | Taken in sequence through Level III |
| Czech I-II | 7-12 | (Gr. 7-8) 130 clock hours (Gr. 9-12) 1-2 units | Taken in sequence |
| **HEALTH** | | | |
| Health Education | 7-8 | 6[illegible] clock hours, minimum | |
| Health Education I | 9-10 | ½ unit, required | |
| Health Education II | 10-12 | ½ unit | Health Education I |
| Advanced Physiology and Hygene | 10-12 | ½ unit | Health Education I |
| **INDUSTRIAL ARTS** | | | |
| **CRAFTS** | | | |
| Introductory Crafts | 7-8 | 65 minimum clock hours | |
| General Crafts | 9-12 | ½-1 unit | |
| Ceramics | 10-12 | ½-1 unit | |
| Jewelry | 10-12 | ½-1 unit | |
| Leatherworking | 10-12 | ½-1 unit | |
| Plastics | 10-12 | ½-1 unit | |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **DRAFTING** | | | |
| Introductory Drafting | 7-8 | 65 minimum clock hours | |
| General Drafting | 9-12 | ½-1 unit | |
| Architectural Drafting I | 10-12 | ½-1 unit | General Drafting |
| Architectural Drafting II | 11-12 | ½-1 unit | Architectural Drafting I |
| Machine Drafting I | 10-12 | ½-1 unit | General Drafting |
| Machine Drafting II | 11-12 | ½-1 unit | Machine Drafting I |
| Pre-Engineering Descriptive Geometry | 12 | ½-1 unit | Algebra 4, Geometry |
| Pre-Engineering Drafting | 10-12 | ½-1 unit | Geometry |
| Technical Drafting I | 10-12 | ½-1 unit | General Drafting |
| Technical Drafting II | 11-12 | ½-1 unit | Technical Drafting I |
| **ELECTRICITY-ELECTRONICS** | | | |
| Introductory Electricity | 7-8 | 65 minimum clock hours | |
| General Electricity | 9-12 | ½-1 unit | |
| Basic Electronics | 10-12 | ½-1 unit | General Electricity |
| **GRAPHIC ARTS** | | | |
| General Graphic Arts | 9-12 | ½-1 unit | |
| Photography I | 10-12 | ½-1 unit | |
| Photography II | 11-12 | ½-1 unit | Photography I |
| Printing I | 10-12 | ½-1 unit | |
| Printing II | 11-12 | ½-1 unit | Printing I |
| **GENERAL SHOP** | | | |
| Introductory General Shop | 7-8 | 65 minimum clock hours | |
| General Shop I | 9-12 | ½-1 unit | |
| General Shop II | 10-12 | ½-1 unit | General Shop I |
| **INDUSTRIAL MATERIALS & PROCESSES** | | | |
| Construction Technology | 7-8 | 65 minimum clock hours | |
| Manufacturing Technology | 9-12 | ½-1 unit | |
| Industrial Materials and Processes | 10-12 | ½-1 unit | |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **METALWORKING** | | | |
| Introductory Metalworking | 7-8 | 65 minimum clock hours | |
| General Metalworking I | 9-12 | ½-1 unit | |
| General Metalworking II | 10-12 | ½-1 unit | General Metalworking I |
| **POWER MECHANICS** | | | |
| General Power Mechanics I | 9-12 | ½-1 unit | |
| General Power Mechanics II | 10-12 | ½-1 unit | General Power Mechanics I |
| **WOODWORKING** | | | |
| Introductory Woodworking | 7-8 | 65 minimum clock hours | |
| General Woodworking | 9-12 | ½-1 unit | |
| Machine Woodworking | 10-12 | ½-1 unit | General Woodworking |
| **MATHEMATICS** | | | |
| Mathematics | 7-8 | successful completion | |
| Fundamentals of Mathematics 1, 2, 3, 4 | 9-10 | ½-2 units | FOM 1: 2 grade levels below in mathematics achievement<br>FOM 2: Not open to students with credit in Algebra 1<br>FOM 3, 4: Not open to students with credit in Algebra 2 |
| Introduction to Algebra 1, 2, 3, 4 | 9-10 | ½-2 units | IA 1: One grade level below in mathematics achievement. Not open to students with credit in Algebra 1<br>IA 3: IA 2 or Algebra 1 |
| Algebra 1, 2 | 9-10 | ½-1 unit | Algebra 1: None<br>Algebra 2: Algebra 1 or IA 3 |
| Algebra 3, 4 | 10-11 | ½-1 unit | Algebra 3: Algebra 2<br>Algebra 4: Algebra 3 |
| Geometry 1, 2 | 10-11 | ½-1 unit | Geometry 1: Algebra 2 or IA 4<br>Geometry 2: Geometry 1 |
| Trigonometry | 11-12 | ½ unit | Algebra 2 and Geometry 2 |
| Analytic Geometry | 11-12 | ½ unit | Trigonometry and Algebra 4 |
| Elementary Analysis | 11-12 | ½ unit | Trigonometry and Algebra 4 |
| Probability and Statistics | 11-12 | ½ unit | Algebra 4 |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Mathematics of Consumer Economics 1, 2 | 11-12 | ½-1 unit | Algebra 2 or IA 4 |
| Computer Mathematics | 10-12 | ½-1 unit | None |
| Calculus with Analytic Geometry 1, 2 | 11-12 | 1 unit | EA |
| Independent Study Courses | | | |
| . Number Theory | 11-12 | ½ unit | Algebra 4, Geometry |
| . Linear Programming | 11-12 | ½ unit | Analytic Geometry |
| . Elementary Linear Algebra | 11-12 | ½ unit | Analytic Geometry |
| . History of Mathematics | 11-12 | ½ unit | IA 4 or Algebra 2 |
| . Survey of Mathematics | 11-12 | ½ unit | 2 years Mathematics |
| **PHYSICAL EDUCATION** | | | |
| Physical Education | 7-8 | 130 clock hours | |
| Physical Education I-IV | 9-12 | 1-4 units | Taken in sequence |
| **SCIENCE** | | | |
| **Plan A** | | | |
| Life Science | 7-8 | 65 clock hours, minimum, yearly | |
| Earth Science | 7-8 | 65 clock hours, minimum, yearly | |
| **Plan B** | | | |
| General Science | 7-8 | 130 clock hours, minimum | |
| Physical Science | 9-12 | 1 unit | |
| Biology I | 9-12 | 1 unit | |
| Chemistry I | 9-12 | 1 unit | |
| Physics I | 9-12 | 1 unit | |
| First Course in Geology | 10-12 | ½ unit | One year of any of the approved science courses, grades 9-12, above |
| First Course in Atmospheric Science | 10-12 | ½ unit | |
| First Course in Astro-Sciences | 10-12 | ½ unit | |
| First Course in Marine Science | 10-12 | ½ unit | |
| Biology II | 12 | 1 unit | Biology I, Chemistry I |
| Chemistry II | 12 | 1 unit | Chemistry I, Physics I |
| Physics II | 12 | 1 unit | Chemistry I, Physics I |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Advanced Science | 12 | 1 unit | Two of the following: Biology I, Physics I, Chemistry I |
| Environmental Science | 11-12 | ½-1 unit | Biology I |
| **SOCIAL STUDIES** | | | |
| **AMERICAN STUDIES** | | | |
| Texas History and Geography | 7 | 130 clock hours, required minimum | Of this total, 72 clock hours must be in Texas History (statutory requirement) |
| American History and Citizenship | 8 | 130 clock hours, required minimum | Content includes the first part of a two-year program in American history, the second year to be continued in any grade 9-12. |
| American History | 9-12 | 1 unit required | Content includes the second part of two-year program in American history begun in Grade 8. |
| American Government | 10-12 | ½-1 unit (½ unit required) | |
| Advanced Texas Studies | 10-12 | ½ unit elective | |
| American Culture Studies | 10-12 | ½ unit elective | |
| American Indian Studies | 10-12 | ½ unit elective | |
| Mexican American Studies | 10-12 | ½ unit elective | |
| Negro American Studies | 10-12 | ½ unit elective | |
| **WORLD STUDIES** | | | |
| World History Studies | 9-12 | 1 unit required in either World History or World Geography Studies | |
| World Geography Studies* | 9-12 | 1 unit required in either World Geography or World History Studies | |
| Latin American Studies | 10-12 | ½ unit elective | |
| European Studies | 10-12 | ½ unit elective | |
| Asian Studies | 10-12 | ½ unit elective | |
| African Studies | 10-12 | ½ unit elective | |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **ADVANCED SOCIAL SCIENCE PROBLEMS** | 10-12 | ½ unit elective | |
| **INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES** | | | |
| Anthropology | 10-12 | ½ unit elective | |
| Economics | 10-12 | ½ unit elective | |
| Philosophy | 10-12 | ½ unit elective | |
| Psychology | 10-12 | ½ unit elective | |
| Sociology | 10-12 | ½ unit elective | |

**If taught as an elective course, credit may be ½ or 1 unit.*

**VOCATIONAL EDUCATION**

***AGRICULTURE**

| | | | |
|---|---|---|---|
| Voc-Ag I | 9-12 | 1½ units | |
| Voc-Ag II | 10-12 | 1½ units | Voc-Ag I |
| Voc-Ag III | 10-12 | 1½ units | Voc-Ag I |
| Voc-Ag IV | 11-12 | 1½ units | Voc-Ag I; either Ag II or Ag III |
| Co-op I | 11-12 | 2½ units for 240 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Co-op II | 11-12 | 2½ units for 240 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Pre-employment I | 11-12 | 3 units for 480 clock hours of classroom and laboratory training | |
| Pre-employment II | 11-12 | 3 units for 480 clock hours of classroom and laboratory training | |

**All Vocational Agriculture students must be enrolled for 3 consecutive semesters in the school year in order for credit to be granted as earned.*

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **COORDINATED VOCATIONAL-ACADEMIC EDUCATION** | | | |
| **Academic Phase** | | | |
| English/Language Arts | 7-8 | 260 clock hours, required minimum | |
| English I-IV | 9-12 | 1-4 units, 3 units required | |
| Mathematics | 7-8 | 260 clock hours, required minimum | |
| Mathematics I-II | 9-12 | 2 units required | |
| Science | 7-8 | 130 clock hours, minimum | |
| Science I-II | 9-12 | 2 units required | |
| Social Studies | 7-8 | 260 clock hours required. Texas History and Geography, Grade 7. American History and Citizenship, Grade 8. | |
| Social Studies I-III | 9-12 | 2½ units required, American History, 1 unit. World History or World Geography Studies, 1 unit. American Government, ½ unit. | |
| **Vocational Phase** | | | |
| Pre-employment Laboratory Training* | 7-8 | 2 consecutive class periods each day | 14 years of age |
| | 9-12 | 3 units for 480 clock hours of classroom and shop instruction per year. | |
| Cooperative Training** | 9-12 | 3 units for 240 hours of classroom instruction plus 525 hours of work experience per year. | 16 years of age |

**CVAE - Pre-employment Laboratory programs are offered in Agriculture, Homemaking, Office, and Industrial Education.*

***CVAE - Cooperative Training is offered in Industrial Education.*

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **DISTRIBUTIVE EDUCATION** | | | |
| Distributive Education I | 11-12 | 3 units for 240 hours plus 525 hours of supervised work experience | 16 years of age |
| Distributive Education II | 12 | 3 units for 240 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Pre-employment | 10-11 or 12 | 1½ units per year for 240 clock hours. Maximum of 2 years | 14 years of age |
| Combination (Pre-employment Laboratory and Cooperative Part-time) | 10-11 for PEL; 11-12 for Co-op | 1½ units for 240 hours for one year's enrollment in a Pre-employment class followed by 2½ units for one year's enrollment in the Part-time Co-op class for 240 hours with 525 hours of supervised work experience | 14 years of age for the Pre-employment Laboratory class; 16 years of age for the Co-op Part-time class |
| **HEALTH OCCUPATIONS EDUCATION** | | | |
| Health Occupations Cooperative Training | 11-12 | 3 units for 240 clock hours plus 525 hours of supervised work experience per year | 16 years of age; Biology 1 year or taken concurrently |
| Health Occupations Pre-Employment Laboratory | 11-12 | 3 units for each 480 hours of instruction | Biology 1 year or taken concurrently |
| **HOMEMAKING EDUCATION** | | | |
| Homemaking I | 9-12 | ½ to 1 unit; 80-160 clock hours | |
| Homemaking II | 10-12 | ½ to 1 unit; 80-160 clock hours | 1 unit in Homemaking I |
| Homemaking III | 11-12 | ½ to 1 unit; 80-160 clock hours | 1 unit in Homemaking I and 1 units in Homemaking II |
| Homemaking IV | 12 | ½ to 1 unit, 80-160 clock hours | 1 unit in each Homemaking I, II, and III |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Home and Family Living | 11-12 | ½ to 1 unit; 80-160 clock hours | |
| Child Development | 11-12 | ½ unit; 80 clock hours | |
| Consumer Education | 11-12 | ½ unit; 80 clock hours | |
| Home Management | 11-12 | ½ unit; 80 clock hours | |
| Home Nursing | 11-12 | ½ unit; 80 clock hours | |
| Home Furnishings | 11-12 | ½ unit; 80 clock hours | |
| Summer Phase | 9-12 | ½ unit per summer for not more than two summers | Two semester of Homemaking for first summer; 4 semesters of Homemaking for second summer |
| *Home Economics Cooperative Education I | 11-12 | 3 units for 240 clock hours of classroom instruction and 525 hours of supervised work experience per school year | 16 years of age |
| Home Economics Cooperative Education II | 12 | 3 units for 240 clock hours of classroom instruction and 525 hours of supervised work experience per school year. Credit may be granted for one, two, or three semesters | Home Economics Cooperative Education I. Students may earn 6 units if the occupation requires 2 years of training |
| *Home Economics Pre-employment Laboratory I | 10-12 | 3 units for 480 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily | |
| Home Economics Pre-employment Laboratory II | 11-12 | 3 units for 480 clock hours of classroom instruction in 2 consecutive class periods daily. Credit may be granted for one, two, or three semesters | Home Economics Pre-employment Laboratory I. Students may earn 6 units if the occupation requires 2 years of training |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **Home Economics students enrolled in Home Economics Cooperative Education I or Home Economics Pre-employment Laboratory I must be enrolled for three consecutive semesters (80-minute periods) in the school year in order for credit to be granted as earned.* | | | |
| **INDUSTRIAL EDUCATION** | | | |
| Single Skilled Occupations | 10-12 | 3 units for each 480 clock hours of instruction | None |
| Skilled Occupations Shop Programs | 10-12 | 3 units for each 480 clock hours of instruction | None |
| Vocational Industrial Cooperative Training | 11-12 | 3 units for 240 clock hours plus 525 hours of supervised work experience per year | 16 years of age |
| **OFFICE EDUCATION** | | | |
| Office Education Cooperative Training | 12 | 2½ units for 240 clock hours plus 525 hours of supervised work experience | 16 years of age; one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| Pre-employment Laboratory in Office Education | 11 or 12 | 3 units for 480 clock hours in 2 consecutive class periods daily | one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| or | | | |
| Pre-employment Laboratory in Office Education | 11 | 1½ units for 240 clock hours in one 80 minute class period daily | one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| or | | | |
| Pre-employment Laboratory in Office Education | 12 | 2 units for 320 clock hours in one 80 minute class period daily for two quarters and two classes one quarter | one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |

| COURSES | GRADE PLACEMENT | SEMESTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **MISCELLANEOUS COURSES** | | | |
| Driver Education Instruction | 9-12 | ½ unit local credit | 15 years of age |
| General Agriculture (non-vocational) | 7-12 | ½ unit | |
| General Homemaking (non-vocational) | 7-8 | 65 clock hours, minimum | |
| General Homemaking I-IV (non-vocational) | 9-12 | ½-4 units | |
| Bible | 9-12 | ½-1 unit | |
| Aerospace/Aviation Education I | 10-12 | ½ unit | |
| Aerospace/Aviation Education II | 10-12 | ½ unit | |
| Aerospace/Aviation Education III | 11-12 | ½ unit | Aerospace/Aviation Education II |
| Aerospace/Aviation Education IV | 11-12 | ½ unit | Aerospace/Aviation Education III |
| Fundamentals of the Free Entreprise System | 9-12 | ½ unit | None |

# LIST OF APPROVED COURSES, GRADES 7-12

## QUARTER PLAN

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **BUSINESS EDUCATION** | | | |
| Typewriting | 8 | 45 clock hours, minimum | |
| General Business | 9-10 | 1, 2, 3 quarters | |
| Typewriting I | 9-12 | 1, 2, 3 quarters | |
| Typewriting II | 10-12 | 1, 2, 3 quarters | Typewriting I - 3 quarters |
| Business Arithmetic | 10-12 | 1, 2, 3 quarters | 3 quarters, mathematics |
| Business Law | 11-12 | 1, 2 quarters | |
| Salesmanship | 11-12 | 1, 2, 3 quarters | |
| Shorthand I | 11-12 | 3 quarters | *Typewriting I - 3 quarters |
| Shorthand II | 12 | 1, 2, 3 quarters | Typewriting I and Shorthand I |
| Bookkeeping I | 11-12 | 3 quarters | |
| Bookkeeping II | 12 | 1, 2, 3 quarters | Bookkeeping I |
| Record Keeping | 11-12 | 1, 2, 3 quarters | |
| Clerical Practice | 12 | 1, 2, 3 quarters | Typewriting I - 3 quarters |
| Stenographic Practice | 12 | 1, 2, 3 quarters | *Shorthand I |
| Business Machines | 12 | 1, 2, 3 quarters | *Typewriting I - 3 quarters |
| Business Office Experience | 12 | 3, 4, 5, 6 quarters | Typewriting I-3 quarters, Shorthand I, and Bookkeeping I |
| Business Communications | 12 | 1, 2, 3 quarters | 9 quarters English |
| Business Organization and Management | 11-12 | 1, 2, 3 quarters | |
| **ENGLISH LANGUAGE ARTS** | | | |
| English Language Arts | 7 | 260 clock hours, required minimum | |
| English Language Arts | 8 | | |
| Corrective English Language Arts | 7 | 45 clock hours minimum | Concentrated in one or more areas of English language arts |
| Corrective English Language Arts | 8 | 45 clock hours minimum | |
| Speech | 8 | 45 clock hours minimum | |
| English I | 9 | 3 quarters | 9 quarters required, taken in sequence, if possible |
| English II | 10 | 3 quarters | |
| English III | 11 | 3 quarters | |
| English IV | 12 | 3 quarters | |
| Speech I | 9-12 | 1, 2, or 3 quarters | 3 quarters, maximum |
| Speech II | 9-12 | 1, 2, or 3 quarters | |
| Speech III | 9-12 | 1, 2, or 3 quarters | Speech I, 3 quarters |
| Speech IV | 10-12 | 1, 2, or 3 quarters | Speech I, 3 quarters |

*or may be taken concurrently

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Journalism I | 10-12 | 3 quarters | |
| Journalism II | 11-12 | 2, 3 quarters | Journalism I |
| Reading Improvement | 9-12 | 1 quarter | |
| Corrective Reading | 9-12 | 1, 2 quarters | |
| **FINE ARTS** | | | |
| **ART** | | | |
| Art | 7-8 | 45 clock hours minimum | |
| Art I | 9-12 | 1, 2, 3 quarters | Taken in sequence |
| Art II | 10-12 | 1, 2, 3 quarters | Art I |
| Art III | 11-12 | 1, 2, 3 quarters | Art I and II |
| Art IV | 12 | 1, 2, 3 quarters | Art I, II, and III |
| **DRAMA** | | | |
| Drama | 8 | 45 clock hours minimum | |
| Drama I | 9-12 | 1, 2, 3 quarters | |
| Drama II-III | 10-12 | 1, 2, 3, 4, 5, 6 quarters | Drama I, 3 quarters |
| **MUSIC** | | | |
| Applied Music *(Individual Study)** | 8 | | |
| General Music | 7-8 | 135 clock hours minimum | |
| Band | 7-8 | 135 clock hours minimum | |
| Choral Music | 7-8 | 135 clock hours minimum | |
| Orchestra | 7-8 | 135 clock hours minimum | |
| Band I-IV | 9-12 | 3, 6, 9, 12 quarters | |
| Choral Music I-IV | 9-12 | 3, 6, 9, 12 quarters | |
| Orchestra I-IV | 9-12 | 3, 6, 9, 12 quarters | |
| Music Theory I | 9-12 | 3 quarters | |
| Music Theory II | 10-12 | 3 quarters | Music Theory I |
| Music History and Literature | 10-12 | 3 quarters | |
| Applied Music *(Individual Study)** I-IV | 9-12 | 2, 4, 6, 8 quarters | |

**Applied Music (Individual Study) is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).*

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **FOREIGN LANGUAGES** | | | |
| Latin I-VI | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters | Taken in sequence through Level III |
| French I-VI | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters | Taken in sequence through Level III |
| German I-VI | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters | Taken in sequence through Level III |
| Russian I-IV | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters | Taken in sequence through Level III |
| Spanish I-VI | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters | Taken in sequence through Level III |
| Czech I-II | 7-12 | (Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, quarters | Taken in sequence |
| **HEALTH** | | | |
| Health Education | 7-8 | 45 clock hours minimum | |
| Health Education I | 9-10 | 2 quarters, required | |
| Health Education II | 10-12 | 1, 2 quarters | Health Education I |
| Advanced Physiology and Hygiene | 10-12 | 1, 2 quarters | Health Education I |
| **INDUSTRIAL ARTS** | | | |
| **CRAFTS** | | | |
| Introductory Crafts | 7-8 | 45 clock hours, minimum | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| General Crafts | 9-12 | 1, 2, 3 quarters | |
| Ceramics | 10-12 | 1, 2, 3 quarters | |
| Jewelry | 10-12 | 1, 2, 3 quarters | |
| Leatherworking | 10-12 | 1, 2, 3 quarters | |
| Plastics | 10-12 | 1, 2, 3 quarters | |
| **DRAFTING** | | | |
| Introductory Drafting | 7-8 | 45 clock hours, minimum | |
| General Drafting | 9-12 | 1, 2, 3 quarters | |
| Architectural Drafting I | 10-12 | 1, 2, 3 quarters | General Drafting |
| Architectural Drafting II | 11-12 | 1, 2, 3 quarters | Architectural Drafting I |
| Machine Drafting I | 10-12 | 1, 2, 3 quarters | General Drafting |
| Machine Drafting II | 11-12 | 1, 2, 3 quarters | Machine Drafting I |
| Pre-Engineering Descriptive Geometry | 12 | 1, 2, 3 quarters | Algebra 4, Geometry |
| Pre-Engineering Drafting | 10-12 | 1, 2, 3 quarters | Geometry |
| Technical Drafting I | 10-12 | 1, 2, 3 quarters | General Drafting |
| Technical Drafting II | 11-12 | 1, 2, 3 quarters | Technical Drafting I |
| **ELECTRICITY-ELECTRONICS** | | | |
| Introductory Electricity | 7-8 | 45 clock hours, minimum | |
| General Electricity | 9-12 | 1, 2, 3 quarters | |
| Basic Electronics | 10-12 | 1, 2, 3 quarters | General Electricity |
| **GRAPHIC ARTS** | | | |
| General Graphic Arts | 9-12 | 1, 2, 3 quarters | |
| Photography I | 10-12 | 1, 2, 3 quarters | |
| Photography II | 11-12 | 1, 2, 3 quarters | Photography I |
| Printing I | 10-12 | 1, 2, 3 quarters | |
| Printing II | 11-12 | 1, 2, 3 quarters | Printing I |
| **GENERAL SHOP** | | | |
| Introductory General Shop | 7-8 | 45 clock hours, minimum | |
| General Shop I | 9-12 | 1, 2, 3 quarters | |
| General Shop II | 10-12 | 1, 2, 3 quarters | General Shop I |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **INDUSTRIAL MATERIALS & PROCESSES** | | | |
| Construction Technology | 7-8 | 45 clock hours, minimum | |
| Manufacturing Technology | 9-12 | 1, 2, 3 quarters | |
| Industrial Materials and Processes | 10-12 | 1, 2, 3 quarters | |
| **METALWORKING** | | | |
| Introductory Metalworking | 7-8 | 45 clock hours, minimum | |
| General Metalworking I | 9-12 | 1, 2, 3 quarters | |
| General Metalworking II | 10-12 | 1, 2, 3 quarters | General Metalworking I |
| **POWER MECHANICS** | | | |
| General Power Mechanics I | 9-12 | 1, 2, 3 quarters | |
| General Power Mechanics II | 10-12 | 1, 2, 3 quarters | General Power Mechanics I |
| **WOODWORKING** | | | |
| Introductory Woodworking | 7-8 | 45 clock hours, minimum | |
| General Woodworking | 9-12 | 1, 2, 3 quarters | |
| Machine Woodworking | 10-12 | 1, 2, 3 quarters | General Woodworking |
| **MATHEMATICS** | | | |
| Mathematics | 7-8 | successful completion | |
| Fundamentals of Mathematics 1q, 2q, 3q, 4q, 5q, 6q | 9-10 | 1, 2, 3, 4, 5, 6 quarters | FOM 1q, 2q: 2 grade levels below in mathematics achievement<br>FOM 3q: Not open to students with credit in Algebra 1q, 2q.<br>FOM 4q, 5q, 6q: Not open to students with credit in Alg. 3q |
| Introduction to Algebra 1q, 2q, 3q, 4q, 5q, 6q | 9-10 | 1, 2, 3, 4, 5, 6 quarters | IA 1q, 2q: One grade level below in mathematics achievement. Not open to students with credit in Alg. 3q |
| Algebra 1q, 2q, 3q | 9-10 | 1, 2, 3 quarters | Alg. 1q: None<br>Alg. 2q: IA 4q or Alg. 1q<br>Alg. 3q: Alg. 2q |
| Algebra 4q, 5q, 6q | 10-11 | 1, 2, 3 quarters | Alg. 4q: Alg. 3q<br>Alg. 5q: Alg. 4q<br>Alg. 6q: Alg. 5q |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Geometry 1q, 2q, 3q | 10-11 | 1, 2, 3 quarters | Geom. 1q: Alg. 3q or IA 6q<br>Geom. 2q: Geom. 1q<br>Geom. 3q: Geom. 2q |
| Trigonometry 1q, 2q | 11-12 | 1, 2 quarters | Trig. 1q: Alg. 3q and Geom. 3q<br>Trig. 2q: Trig. 1q |
| Analytic Geometry 1q, 2q | 11-12 | 2 quarters | A.G. 1q: Trig. 1q and Alg. 6q<br>A.G. 2q: A.G. 1q |
| Elementary Analysis 1q, 2q | 11-12 | 2 quarters | E.A. 1q: Trig. 1q and Alg. 6q<br>E.A. 2q: E.A. 1q |
| Probability and Statistics | 11-12 | 1 quarter | Alg. 6q |
| Mathematics of Consumer Economics 1q, 2q, 3q | 11-12 | 1, 2, 3 quarters | Alg. 3q or IA 6q |
| Computer Mathematics 1q, 2q, 3q | 10-12 | 1, 2, 3 quarters | Comp. Math 1q: None<br>Comp. Math 2q, 3q:<br>Comp. Math. 1q |
| Calculus with Analytic Geometry 1q, 2q, 3q | 11-12 | 3 quarters | Calc. with A.G. 1q:<br>EA 2q<br>Calc. with A.G. 2q:<br>Calc. with A.G. 1q<br>Calc. with A.G. 3q:<br>Calc. with A.G. 2q |
| **Independent Study Courses** | | | |
| . Number Theory | 11-12 | 1 quarter | Alg. 6q and Geom. 3q |
| . Linear Programming | 11-12 | 1 quarter | A.G. 2q |
| . Elem. Linear Alg. | 11-12 | 1 quarter | A.G. 2q |
| . History of Math | 11-12 | 1 quarter | IA 6q or Alg. 3q |
| . Survey of Math. | 11-12 | 1 quarter | 2 years of math |
| **PHYSICAL EDUCATION** | | | |
| Physical Education | 7-8 | 135 clock hours, minimum | |
| Physical Education I-IV | 9-12 | Up to 12 quarters; 5 quarters required | Taken in sequence |
| **SCIENCE** | | | |
| **Plan A** | | | |
| Life Science | 7-8 | 45-90 clock hours, minimum | 135 clock hours, minimum |
| Earth Science | 7-8 | 45-90 clock hours, minimum | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **Plan B** | | | |
| General Science | 7-8 | 135 clock hours, minimum | |
| Physical Science | 9-12 | 3 quarters | |
| Biology I | 9-12 | 3 quarters | |
| Chemistry I | 9-12 | 3 quarters | |
| Physics I | 9-12 | 3 quarters | |
| First Course in Geology | 10-12 | 1, 2 quarters | 3 quarters of any approved science course |
| First Course in Atmospheric Science | 10-12 | 1, 2 quarters | |
| First Course in Astro-Science | 10-12 | 1, 2 quarters | |
| First Course in Marine Science | 10-12 | 1, 2 quarters | |
| Biology II | 12 | 3 quarters | Biology I, Chemistry I |
| Chemistry II | 12 | 3 quarters | Chemistry I, Physics I |
| Physics II | 12 | 3 quarters | Chemistry I, Physics I |
| Advanced Science | 12 | 3 quarters | Two of the following: Biology I, Chemistry I, Physics I |
| Environmental Science | 11-12 | 1, 2, 3 quarters | Biology I |
| **SOCIAL STUDIES** | | | |
| **AMERICAN STUDIES** | | | |
| Texas History and Geography | 7 | 135 clock hours, required minimum | Of this total, 72 clock hours must be in Texas History (statutory requirement) |
| American History and Citizenship | 8 | 135 clock hours, required minimum | Content includes the first part of a two-year program in American History, the second year to be continued in any grade 9-12. |
| American History | 9-12 | 3 quarters required | Content includes the second part of two-year program in American History begun in Grade 8. |
| American Government | 10-12 | 2, 3 quarters (2 required) | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Advanced Texas Studies | 10-12 | 1, 2 quarters elective | |
| American Culture Studies | 10-12 | 1, 2 quarters elective | |
| American Indian Studies | 10-12 | 1, 2 quarters elective | |
| Mexican American Studies | 10-12 | 1, 2 quarters elective | |
| Negro American Studies | 10-12 | 1, 2 quarters elective | |
| **WORLD STUDIES** | | | |
| World History Studies | 9-12 | 3 quarters required in either World History or World Geography Studies | |
| World Geography Studies* | 9-12 | 3 quarters required in either World Geography or World History Studies | |
| Latin American Studies | 10-12 | 1, 2 quarters elective | |
| European Studies | 10-12 | 1, 2 quarters elective | |
| Asian Studies | 10-12 | 1, 2 quarters elective | |
| African Studies | 10-12 | 1, 2 quarters elective | |
| **ADVANCED SOCIAL SCIENCE PROBLEMS** | 10-12 | 1, 2 quarters elective | |
| **INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES** | | | |
| Anthropology | 10-12 | 1, 2 quarters elective | |
| Economics | 10-12 | 1, 2 quarters elective | |
| Philosophy | 10-12 | 1, 2 quarters elective | |
| Psychology | 10-12 | 1, 2 quarters elective | |
| Sociology | 10-12 | 1, 2 quarters elective | |

**If taught as an elective course, credit may be 1, 2, or 3 quarter units.*

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **VOCATIONAL EDUCATION** | | | |
| ***AGRICULTURE** | | | |
| Voc-Ag I | 9-12 | 3 or 6 quarters | |
| Voc-Ag II | 10-12 | 3 or 6 quarters | Voc-Ag I |
| Voc-Ag III | 10-12 | 3 or 6 quarters | Voc-Ag I |
| Voc-Ag IV | 11-12 | 3 or 6 quarters | Voc-Ag I; either Ag II or Ag III |
| Co-op I | 11-12 | 6 quarter units for 160 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Co-op II | 11-12 | 6 quarter units for 160 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Pre-employment I | 11-12 | 9 quarter units for 480 clock hours of classroom and laboratory training **OR** 6 quarter units for 320 clock hours of classroom and laboratory training | |
| Pre-employment II | 11-12 | 9 quarter units for 480 clock hours of classroom and laboratory training **OR** 6 quarter units for 320 clock hours of classroom and laboratory training | |

**All Vocational Agriculture students must be enrolled for 3 consecutive quarters in the school year in order for credit to be granted as earned.*

**COORDINATED VOCATIONAL-ACADEMIC EDUCATION**

**Academic Phase**

| | | | |
|---|---|---|---|
| English/Language Arts | 7-8 | 270 clock hours required minimum | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| English I-IV | 9-12 | 1-12 units, 9 units required | |
| Mathematics | 7-8 | 270 clock hours, required minimum | |
| Mathematics I-II | 9-12 | 6 units required | |
| Science | 7-8 | 135 clock hours, minimum | |
| Science I-II | 9-12 | 6 units required | |
| Social Studies | 7-8 | 270 clock hours, required. Texas History and Geography in Grade 7. American History and Citizenship in Grade 8. | |
| Social Studies I-III | 9-12 | 8 units required, American History, 3 units. World History or World Geography Studies, 3 units. American Government, 2 units. | |
| **Vocational Phase** | | | |
| Pre-employment Laboratory Training* | 7-8 | 2 consecutive class periods daily | 14 years of age |
| | 9-12 | 6 quarters, 320 clock hours of classroom and shop instruction per year | |
| Cooperative Training** | 9-12 | 6 quarters for 160 clock hours, plus 525 hours of supervised work experience | 16 years of age |

**CVAE – Pre-employment Laboratory programs are offered in Agriculture, Homemaking, Office, and Industrial Education.*

***CVAE – Cooperative Training is offered in Industrial Education.*

**DISTRIBUTIVE EDUCATION**

| | | | |
|---|---|---|---|
| Distributive Education I | 11-12 | 6 quarters for 160 clock hours plus 525 hours of supervised work experience | 16 years of age |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Distributive Education II | 12 | 6 quarters for 160 clock hours plus 525 hours of supervised work experience | 16 years of age |
| Pre-employment | 10-11 or 12 | 6 quarters for 320 clock hours. Maximum of 2 years | 14 years of age |
| Combination (Pre-employment Laboratory and Cooperative Part-time) | 10-11 for PEL portion; 11-12 for Co-op portion | 3 quarters for the one year's enrollment in 1 hour Pre-employment class if followed by 6 quarters for 1 year's enrollment in the Co-op Part-time class with 525 hours of supervised work experience | 14 years of age for the Pre-employment Laboratory class; 16 years of age for the Co-op Part-time class |
| **HEALTH OCCUPATIONS EDUCATION** | | | |
| Health Occupations Cooperative Training | 11-12 | 6 quarters for 160 clock hours and 525 hours supervised work experience | 16 years of age; Biology 1 year or taken concurrently |
| Health Occupations Pre-Employment Laboratory | 11-12 | 9 quarters for each 480 hours of instruction | Biology 1 year or taken concurrently |
| **HOMEMAKING EDUCATION** | | | |
| Homemaking I | 9-12 | 1, 2, 3 quarters | |
| Homemaking II | 10-12 | 1, 2, 3 quarters | Homemaking I, 3 quarters |
| Homemaking III | 11-12 | 1, 2, 3 quarters | Homemaking I and II, 6 quarters |
| Homemaking IV | 12 | 1, 2, 3 quarters | Homemaking I, II, and III, 9 quarters |
| Child Development | 11-12 | 1 quarter | |
| Consumer Education | 11-12 | 2 quarters | |
| Consumer Education | 11-12 | 1 quarter | Home and Family Living, 2 quarters |
| Home and Family Living | 11-12 | 2, 3 quarters | |
| Home Management | 11-12 | 1 quarter | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Home Nursing | 11-12 | 1 quarter | |
| Home Furnishings | 11-12 | 1 quarter | |
| Summer Phase | 9-12 | 1 quarter per summer for not more than two summers | Three quarters of Homemaking for first summer; 6 quarters of Homemaking for second summer |
| *Home Economics Cooperative Education I | 11-12 | 6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience | 16 years of age |
| Home Economics Cooperative Education II | 12 | 6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience. Credit may be granted for one, two, or three quarters | Home Economics Cooperative Education I. Students may earn 12 quarter units if the occupation requires two years of training |
| *Home Economics Pre-employment Laboratory I | 10-12 | 6 quarter units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily | |
| Home Economics Pre-employment Laboratory II | 11-12 | 6 quarter units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily. Credit may be granted for one, two, or three quarters | Home Economics Pre-employment Laboratory I. Students may earn 12 quarter units if the occupation requires two years of training |

**Home Economics students enrolled in Home Economics Cooperative Education I or Home Economics Pre-employment Laboratory I must be enrolled for three consecutive quarters in the school year for credit to be granted as earned.*

*In the event a school continues to operate for an interim period on a two-semester plan (55-minute periods), the quarter unit plan above would apply except for the credit. Two semester credits would be granted for each full year of home economics cooperative education or for each full year of home economics pre-employment laboratory education.*

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| **INDUSTRIAL EDUCATION** | | | |
| Single Skilled Occupations | 10-12 | 6 quarters for each 320 clock hours of instruction | None |
| Skilled Occupations Shop Programs | 10-12 | 9 quarters for each 480 hours of instruction | None |
| Vocational Industrial Cooperative Training | 11-12 | 6 quarters for 160 clock hours of instruction plus 525 hours of supervised work experience per year; 12 quarters total | 16 years of age |
| **OFFICE EDUCATION** | | | |
| Office Education Cooperative Training | 12 | 6 quarters for 160 clock hours plus 525 hours of supervised work experience | 16 years of age; 3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| Pre-employment Laboratory in Office Education | 11 or 12 | 6 quarters for 320 clock hours in 2 consecutive class periods | 3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| Pre-employment Laboratory in Office Education | 11 or 12 | 9 quarters for 480 clock hours in consecutive class periods daily | 3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators |
| **MISCELLANEOUS COURSES** | | | |
| Driver Education Instruction | 9-12 | 1, 2 quarters | 15 years of age |
| General Agriculture (non-vocational) | 7-12 | 3 quarters | |
| General Homemaking (non-vocational) | 7-8 | 45 clock hour minimum | |
| General Homemaking I-IV (non-vocational) | 9-12 | 1-12 quarters | |

| COURSES | GRADE PLACEMENT | QUARTER TIME (7-8) OR CREDIT (9-12) | PREREQUISITE AND OTHER INFORMATION |
|---|---|---|---|
| Bible | 9-12 | 1, 2, 3 quarters | |
| Aerospace/Aviation Education I | 10-12 | 1, 2 quarters | None |
| Aerospace/Aviation Education II | 10-12 | 2 quarters | None |
| Aerospace/Aviation Education III | 11-12 | 1, 2 quarters | Aerospace/Aviation Education II |
| Aerospace/Aviation Education IV | 11-12 | 2 quarters | Aerospace/Aviation Education III |
| Fundamentals of the Free Enterprise System | 9-12 | 1 quarter | None |

# LEGAL PROVISIONS

TEXAS EDUCATION CODE

Sec. 209 IMMUNIZATION

(a) No person may be admitted to any elementary or secondary school or institution of higher education unless he has been immunized against diphtheria, rubeola, rubella, tetanus, poliomyelitis, and smallpox, except as provided in Subsection (c).

(b) Subject to the provisions of Subsection (c) the State Board of Health may modify or delete any of the immunizations in Subsection (a) or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school or institution of higher education.

(c) No form of immunization is required for a person's admission to any elementary or secondary school or institution of higher education when the person applying for admission submits to the admitting official either of the following:

(1) an affidavit signed by a doctor who is duly registered and licensed under the Medical Practice Act of Texas, in which it is stated that, in the doctor's opinion, the immunization required would be injurious to the health and well-being of the applicant or any member of his family or household; or

(2) an affidavit signed by the applicant or, if a minor, by his parent or guardian stating that the immunization conflicts with the tenets and practice of a recognized church or religious denomination of which the applicant is an adherent or member; provided, however, that this exemption does not apply in times of emergency or epidemic declared by the Commissioner of Health.

(d) The State Department of Health shall provide the required immunizations to children in areas where no local provision exists to provide these services.

(e) A person may be provisionally admitted to an elementary or secondary school or institution of higher education if he has begun the required immunizations and if he continues to receive the necessary immunizations as rapidly as is medically feasible. The State Department of Health shall promulgate rules and regulations relating to the provisional admission of persons to an elementary or secondary school or institution of higher education.

Sec. 13.902 PLANNING AND PREPARATION TIME

(a) Public schools shall be taught for not less than seven hours each day including intermissions and recesses. Each teacher actively engaged in the instruction of children shall have at least one period of not less than 45 minutes within the scheduled school day for planning and preparation.

(b) The implementation of the provisions of this section shall not result in a lengthened school day.

Sec. 16.04 AGE LIMITS FOR FOUNDATION SCHOOL BENEFITS (KINDERGARTEN)

(a) Beginning with the scholastic year 1973-74, any child in this state over 5 and under 21 years of age at the beginning of the scholastic year, who has not yet graduated from high school shall be entitled to the benefits of the Basic Foundation School Program for the ensuing school year. Such eligible child shall be admitted tuition-free to the public school of the district in which he, his parents or legal guardian resides.

(b) Notwithstanding the provisions of Subsection (a) of this section, the program of preschool education shall be extended first to 'educationally handicapped' children as preparation for the regular school program in which such children will participate in subsequent years. For purposes of this section, a child is 'educationally handicapped' if he cannot speak, read, and comprehend the English language or if he is from a family whose income, according to standards promulgated by the State Board of Education, is at or below a subsistence level. The program shall include an appreciation for the cultural and familial traditions of the child's parents and also an awareness and appreciation of the broader world in which the child must live; assist the child in developing appropriate language skills; prepare the child to participate in the world of his peers and the broader cultural stream into which he will progressively move as he matures; begin the development of the mental and physical skills and cooperative attitudes needed for adequate performance in a school setting; and begin the development of his unique character and personality traits.

(c) The benefits of this program for preschool education may be extended on a first priority basis to 'educationally handicapped' children on a full day program school year basis.

(d) Provided, however, for the school years beginning 1973-74, and through 1976-77 inclusive, a public school kindergarten program shall be offered on a one-half day basis for all other eligible children who become five (5) years of age on or before September 1 of the scholastic year. Such kindergarten program(s) shall be operated on a one-half day basis for Foundation School Program unit eligibility allotment purposes beginning the school year 1973-74. Provided further that any school district may choose to operate a full day program for the first half of the school year for one-half, approximately, of its kindergarten children and operate a full day program the latter half of such year for the remainder of its kindergarten children.

(e) Beginning with the school year 1977-1978 and thereafter, school districts may choose to operate kindergartens on a full day basis for Foundation School Program unit allotment eligibility purposes. Provided further that any school district may choose to operate a full day program for all its kindergarten children for one semester only.

(f) A scholastic is a student in average daily attendance within the age limits prescribed in this section.

Sec. 21.102 PATRIOTISM

The daily program of every public school shall be so formulated by the teacher, principal, or superintendent as to include at least 10 minutes for the teaching of intelligent patriotism, including the needs of the state and federal governments, the duty of the citizen to the state, and the obligation of the state to the citizen.

Sec. 21.103 TEXAS HISTORY

The history of Texas shall be taught in all public schools in and only in the history courses of all such schools. The course shall be taught for not less than two hours in any one week. The commissioner of education shall notify the different county, city, and district superintendents as to how the course may be divided.

Sec. 21.1031 INSTRUCTION IN FREE ENTERPRISE SYSTEM

(a) All public high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the State Board of Education for at least one semester or quarter, equal to one-half unit of credit. The State Board of Education shall prescribe suitable teaching material for the instruction.

(b) As used in this section 'free enterprise' means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined in a free manner.

This act applies beginning with the 1974-75 school year.

Sec. 21.104 PHYSIOLOGY AND HYGIENE

All textbooks on physiology and hygiene purchased in the future for use in the public schools of this state shall include at least one chapter on the effects of alcohol and narcotics. Although physiology and hygiene must be taught in all public schools, any child may be exempted, without penalty, from receiving instruction therein if his parent or guardian presents to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, and the viewing of pictures or motion pictures on such subjects conflict with the religious teachings of a well-established church or denomination to which the parent or guardian and the child belong.

Sec. 21.106 CONSTITUTION

All public free high schools in this state shall teach and require a course of instruction in the constitutions of the United States and the State of Texas. The course shall be a combined course in both constitutions, and shall be given for at least one-half hour each week in the school year or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any public free high school in this state who has not passed a satisfactory examination in the course of instruction herein described.

Sec. 21.109 LANGUAGE OF INSTRUCTION

(a) English shall be the basic language of instruction in all schools.

(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is necessary to insure their reasonable efficiency in the English language so as not to be educationally disadvantaged.

Sec. 21.113 DANGERS OF CRIME AND NARCOTICS

The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades 5 through 12.

Sec. 21.117 PHYSICAL EDUCATION

Instruction in physical education shall be part of the course of instruction and training in the public elementary and secondary schools of the state. The state commissioner of education shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this section.

Sec. 21.119 CONSUMER EDUCATION

(a) The Central Education Agency shall develop curricula and teaching materials for a unit of study in consumer education. The unit shall include study of installment purchasing, budgeting, and price comparison.

(b) Beginning with the 1975-76 school year, any public school in the State may offer consumer education as an optional unit of study.

Sec. 21.451 BILINGUAL EDUCATION: STATE POLICY

The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

Sec. 21.453 ESTABLISHMENT OF BILINGUAL PROGRAMS

(a) The governing board of each school district shall determine not later than the first day of March, under regulations prescribed by the State Board of Education, the number of school-age children of limited English-speaking ability within the district and shall classify them according to the language in which they possess a primary speaking ability.

(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program with respect to a language classification with less than 20 children.

NOTE: The two sections quoted above concerning bilingual education are taken from Subchapter L, Chapter 21, Texas Education Code, as amended by the 63rd Texas Legislature, 1973. For all legal provisions governing bilingual education, see that subchapter.